

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/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: Hillsboro-Deering Cooperative → Cell C18 Must be Input for Formulas to Populate Correctly
- 2) District ID Number: 251 → Autopopulates upon Selection
- 3) SAU Number: 34 → Autopopulates upon Selection
- 4) Date of Publication: 1/11/2023
- 5) Approver Name - (Superintendent / Head of School): Jennifer Crawford
- 6) Email & Telephone: jcrawford@hdsd.org 603-464-4466

II. Transparency and Accessibility

- 1) This plan for the LEA's Use of ARP ESSER funds was published and made publicly available online at the following specific web address:

Yes - Description Required

Description:

<https://www.hdsd.org/Page/6162>

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

Yes - Description Required

Description:

The 21-22 pandemic response plan was written in the same structure as the 20-21 re-entry plan to make the format familiar and the structure understandable.

- 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:

The district will provide written or oral translation of the plan to a parent upon request.

- 4) The plan, upon request by a parent who is an individual with a disability, is provided in an alternative format accessible to that parent (please choose one):

Yes - Description Required

Description:

The plan is posted on the website and available in print or other alternative formats 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:

The district utilized information collected from extensive use of surveys from Spring of 2020 when planning the re-entry teams, as well as four additional surveys (late summer 2020, Nov.2020, January 2021, June 2021). The district continues to revise and implement plans informed by feedback collected from stakeholders (families, staff, and students). In February of 2022, as part of the six month review a new survey was sent out to the full school community, including families, staff, middle and high school students, and other members of the larger community for both the Washington and Hillsboro-Deering school districts. The SAU 34 Strategic Plan Identifies three priority areas that guide the work of all the schools: Culture, Learning Environment, & Student Success. The survey used the three primary areas outlined in the strategic plan as a framework. Within each section stakeholders were asked to select the items appropriate to utilize ESSER funds and then to rank their top two choices. In the Culture section, the social emotional health of students and staff were the top two focus areas, with 85% of respondents citing students' social emotional health of students as important and 67% of respondents citing social emotional health of staff & teachers as an effective use of ESSER funding. In the Learning Environments section, heating and cooling and Tech equipment were the top two selections with 67% of respondents selecting heating and cooling as an important focus and 62% of respondents citing Tech Equipment as an important area of focus. In the area of Student Success, Experiential learning opportunities and Transportation were the top two areas families and students cited as important. 69% of respondents selected experiential learning opportunities as an area of focus while, 60% of all respondents selected Transportation as an important area for 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:

In February of 2022, as part of the six month review a new survey was sent out to the full school community, including families, staff, middle and high school students, and other members of the larger community for both the Washington and Hillsboro-Deering school districts. The SAU 34 Strategic Plan Identifies three priority areas that guide the work of all the schools: Culture, Learning Environment, & Student Success. The survey used the three primary areas outlined in the strategic plan as a framework. Within each section stakeholders were asked to select the items appropriate to utilize ESSER funds and then to rank their top two choices. In the Culture section, the social emotional health of students and staff were the top two focus areas, with 85% of respondents citing students' social emotional health of students as important and 67% of respondents citing social emotional health of staff & teachers as an effective use of ESSER funding. In the Learning Environments section, heating and cooling and Tech equipment were the top two selections with 67% of respondents selecting heating and cooling as an important focus and 62% of respondents citing Tech Equipment as an important area of focus. In the area of Student Success, Experiential learning opportunities and Transportation were the top two areas families and students cited as important. 69% of respondents selected experiential learning opportunities as an area of focus while, 60% of all respondents selected Transportation as an important area for ESSER funds.

- 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:

Date: As of February 15, 2022 Please see responses above to questions 1 and 2.

i) Number of total responses: There were 301 responses received.

ii) Uses consulted on: The SAU 34 Strategic Plan Identifies three priority areas that guide the work of all the schools: Culture, Learning Environment, & Student Success. The survey used the three primary areas outlined in the strategic plan as a framework. Within each section stakeholders were asked to select the items appropriate to utilize ESSER funds and then to rank their top two choices.

iii) Description of feedback received: In the Culture section, the social emotional health of students and staff were the top two focus areas, with 76% of student respondents citing students' social emotional health of students as important and 37% of student respondents citing social emotional health of staff & teachers as a priority use of ESSER funding. 32% of student respondents also prioritized improving community connections and engagement. In the Learning Environments section, heating and cooling and Tech equipment were the top two selections with 34% of student respondents selecting heating and cooling as an important focus and 37% of student respondents citing Tech Equipment as an important area of focus. 30% of student respondents prioritized improving network infrastructure, and 30% of student respondents prioritized the creation of permanent outdoor learning spaces. In the area of Student Success, Experiential learning opportunities and Transportation were the top two areas students cited as important. 48% of student respondents selected experiential learning opportunities as an area of focus. 40% of student respondents selected increased transportation options as a priority use ESSER funds. 26% of student respondents prioritized after school tutoring. 23% of student respondents prioritized the purchase of supplemental materials.

Please indicate how consultation was:

2) Inclusive: Multiple surveys have been sent to the full school community. The Most resent survey in February, 2022 was sent to all SAU 34 staff and families, students in grades 6-12, and publicly posted to be available to all members of the community.

3) Widely advertised and available: Each survey, including the most recent in February, 2022 was emailed to all SAU 34 families and staff, as well as posted on the district website and Facebook page. The February, 2022 survey was also emailed to all students in grads 6-12, who were given time in their advisory periods to respond. The superintendent included the link to the survey multiple messages to the full school community, which were emailed to families and staff and also posted on the district Facebook page.

and also posted on the district facebook page.

4) Ongoing: The survey remains open and collecting responses. It is linked on the district website.

b. Families (please choose one):

Yes - Description Required

1) Description:

Date: As of February 15, 2022 Please see responses above to questions 1 and 2.

i) Number of total responses: There were 87 responses received.

ii) Uses consulted on: The SAU 34 Strategic Plan Identifies three priority areas that guide the work of all the schools: Culture, Learning Environment, & Student Success. The survey used the three primary areas outlined in the strategic plan as a framework. Within each section stakeholders were asked to select the items appropriate to utilize ESSER funds and then to rank their top two choices.

iii) Description of feedback received: In the Culture section, the social emotional health of students and staff were the top two focus areas, with 86% of family respondents citing students' social emotional health as a priority for use of ESSER funds and 40% of family respondents citing social emotional health of staff & teachers as a priority use of ESSER funding. 28% of family respondents professional development to increase social and emotional skill development, and 24% of family respondents prioritized hiring additional mental health professionals.

In the Learning Environments section, heating and cooling and Tech equipment were the top two selections with 62% of family respondents selecting heating and cooling as an important focus and 32% of family respondents selecting Tech Equipment as an important area of focus. 30% of family respondents prioritized the creation of permanent outdoor learning spaces, and 28% of family respondents prioritized the purchase of cleaning and sanitizing supplies.

In the area of Student Success, Experiential learning opportunities was the top two areas families cited as important. 62% of family respondents selected experiential learning opportunities a top priority. 29% of family respondents selected prioritized after school tutoring. 25% of family respondents prioritized hiring academic interventionists. 23% of family respondents prioritized increased transportation.

Please indicate how consultation was:

2) Inclusive: Multiple surveys have been sent to the full school community. The Most recent survey in February, 2022 was sent to all SAU 34 staff and families, students in grades 6-12, and publicly posted to be available to all members of the community.

3) Widely advertised and available: Each survey, including the most recent in February, 2022 was emailed to all SAU 34 families and staff, as well as posted on the district website and Facebook page. The February, 2022 survey was also emailed to all students in grades 6-12, who were given time in their advisory periods to respond. The superintendent included the link to the survey multiple messages to the full school community, which were emailed to families and staff and also posted on the district Facebook page.

4) Ongoing: The survey remains open and collecting responses. It is linked on the district website.

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

Yes - Description Required

1) Description:

Date: As of February 15, 2022 Please see responses above to questions 1 and 2.

i) Number of total responses: There were 6 responses received.

ii) Uses consulted on: The SAU 34 Strategic Plan Identifies three priority areas that guide the work of all the schools: Culture, Learning Environment, & Student Success. The survey used the three primary areas outlined in the strategic plan as a framework. Within each section stakeholders were asked to select the items appropriate to utilize ESSER funds and then to rank their top two choices.

iii) Description of feedback received: In the Culture section, the social emotional health of students and staff were the top two focus areas, with 86% of family respondents citing students' social emotional health as a priority for use of ESSER funds and 40% of family respondents citing social emotional health of staff & teachers as a priority use of ESSER funding. 28% of family respondents professional development to increase social and emotional skill development, and 24% of family respondents prioritized hiring additional mental health professionals.

In the Learning Environments section, heating and cooling and Tech equipment were the top two selections with 62% of family respondents selecting heating and cooling as an important focus and 32% of family respondents selecting Tech Equipment as an important area of focus. 30% of family respondents prioritized the creation of permanent outdoor learning spaces, and 28% of family respondents prioritized the purchase of cleaning and sanitizing supplies.

In the area of Student Success, Experiential learning opportunities was the top two areas families cited as important. 62% of family respondents selected experiential learning opportunities a top priority. 29% of family respondents selected prioritized after school tutoring. 25% of family respondents prioritized hiring academic interventionists. 23% of family respondents prioritized increased transportation.

Please indicate how consultation was:

2) Inclusive: Multiple surveys have been sent to the full school community. The Most recent survey in February, 2022 was sent to all SAU 34 staff and families, students in grades 6-12, and publicly posted to be available to all members of the community.

3) Widely advertised and available: Each survey, including the most recent in February, 2022 was emailed to all SAU 34 families and staff, as well as posted on the district website and Facebook page. The February, 2022 survey was also emailed to all students in grades 6-12, who were given time in their advisory periods to respond. The superintendent included the link to the survey multiple messages to the full school community, which were emailed to families and staff and also posted on the district Facebook page.

4) Ongoing: The survey remains open and collecting responses. It is linked on the district website.

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

Yes - Description Required

1) Description:

Date: As of February 15, 2022 Please see responses above to questions 1 and 2.

i) Number of total responses: There were 55 responses received.

ii) Uses consulted on: The SAU 34 Strategic Plan Identifies three priority areas that guide the work of all the schools: Culture, Learning Environment, & Student Success. The survey used the three primary areas outlined in the strategic plan as a framework. Within each section stakeholders were asked to select the items appropriate to utilize ESSER funds and then to rank their top two choices.

iii) Description of feedback received: In the Culture section, the social emotional health of students and staff were the top two focus areas, with 76% of student respondents citing students' social emotional health of students as important and 37% of student respondents citing social emotional health of staff & teachers as a priority use of ESSER funding. 32% of student respondents also prioritized improving community connections and engagement. In the Learning Environments section, heating and cooling and Tech equipment were the top two selections with 34% of student respondents selecting heating and cooling as an important focus and 37% of student respondents citing Tech Equipment as an important area of focus. 30% of student respondents prioritized improving network infrastructure, and 30% of student respondents prioritized the creation of permanent outdoor learning spaces. In the area of Student Success, Experiential learning opportunities and Transportation were the top two areas students cited as important. 48% of student respondents selected experiential learning opportunities as an area of focus. 40% of student respondents selected increased transportation options as a priority use ESSER funds. 26% of student respondents prioritized after school tutoring. 23% of student respondents prioritized the purchase of supplemental materials.

Please indicate how consultation was:

2) Inclusive: Multiple surveys have been sent to the full school community. The Most resent survey in February, 2022 was sent to all SAU 34 staff and families, students in grades 6-12, and publicly posted to be available to all members of the community.

3) Widely advertised and available: Each survey, including the most recent in February, 2022 was emailed to all SAU 34 families and staff, as well as posted on the district website and Facebook page. The February, 2022 survey was also emailed to all students in grads 6-12, who were given time in their advisory periods to respond. The superintendent included the link to the survey multiple messages to the full school community, which were emailed to families and staff and also posted on the district Facebook page.

4) Ongoing: The survey remains open and collecting responses. It is linked on the district website.

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

No

1) Description:

N/A There are no tribes in the area.

i) Number of total responses: N/A

ii) Uses consulted on: N/A

iii) Description of feedback received: N/A

Please indicate how consultation was:

2) Inclusive: N/A

3) Widely advertised and available: N/A

4) Ongoing: N/A

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

Somewhat - Description Required

1) Description:

The ESSER Funds Survey was posted on district website, and Facebook pages. The superintendent included the link to the full community schoolwide messages and were published on the district facebook page. Paper and translated copies were available upon request. Any members related to civil rights organization, including disability rights had equal access and opportunity to complete the survey.

i) Number of total responses: Survey responses were not disaggregated for specific subgroups

ii) Uses consulted on: The SAU 34 Strategic Plan Identifies three priority areas that guide the work of all the schools: Culture, Learning Environment, & Student Success. The survey used the three primary areas outlined in the strategic plan as a framework. Within each section stakeholders were asked to select the items appropriate to utilize ESSER funds and then to rank their top two choices.

iii) Description of feedback received: The district utilized information collected from extensive use of surveys from Spring of 2020 when planning the re-entry teams, as well as four additional surveys (late summer 2020, Nov.2020, January 2021, June 2021). The district continues to revise and implement plans informed by feedback collected from stakeholders (families, staff, and students). In February of 2022, as part of the six month review a new survey was sent out to the full school community, including families, staff, middle and high school students, and other members of the larger community for both the Washington and Hillsboro-Deering school districts. The SAU 34 Strategic Plan Identifies three priority areas that guide the work of all the schools: Culture, Learning Environment, & Student Success. The survey used the three primary areas outlined in the strategic plan as a framework. Within each section stakeholders were asked to select the items appropriate to utilize ESSER funds and then to rank their top two choices. In the Culture section, the social emotional health of students and staff were the top two focus areas, with 85% of respondents citing students' social emotional health of students as important and 67% of respondents citing social emotional health of staff & teachers as an effective use of ESSER funding. In the Learning Environments section, heating and cooling and Tech equipment were the top two selections with 67% of respondents selecting heating and cooling as an important focus and 62% of respondents citing Tech Equipment as an important area of focus. In the area of Student Success, Experiential learning opportunities and Transportation were the top two areas families and students cited as important. 69% of respondents selected experiential learning opportunities as an area of focus while, 60% of all respondents selected Transportation as an important area for ESSER funds.

Please indicate how consultation was:

2) Inclusive: Multiple surveys have been sent to the full school community. The Most recent survey in February, 2022 was sent to all SAU 34 staff and families, students in grades 6-12, and publicly posted to be available to all members of the community.

3) Widely advertised and available: Each survey, including the most recent in February, 2022 was emailed to all SAU 34 families and staff, as well as posted on the district website and Facebook page. The February, 2022 survey was also emailed to all students in grades 6-12, who were given time in their advisory periods to respond. The superintendent included the link to the survey multiple messages to the full school community, which were emailed to families and staff and also posted on the district Facebook page.

4) Ongoing: The survey remains open and collecting responses. It is linked on the district website.

- 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:

Date: As of February 15, 2022 Please see responses above to questions 1 and 2.

i) Number of total responses: There were 79 responses received.

ii) Uses consulted on: The SAU 34 Strategic Plan Identifies three priority areas that guide the work of all the schools: Culture, Learning Environment, & Student Success. The survey used the three primary areas outlined in the strategic plan as a framework. Within each section stakeholders were asked to select the items appropriate to utilize ESSER funds and then to rank their top two choices.

iii) Description of feedback received: In the Culture section, the social emotional health of students and staff were the top two focus areas, with 76% of student respondents citing students' social emotional health of students as important and 37% of student respondents citing social emotional health of staff & teachers as a priority use of ESSER funding. 32% of student respondents also prioritized improving community connections and engagement. In the Learning Environments section, heating and cooling and Tech equipment were the top two selections with 34% of student respondents selecting heating and cooling as an important focus and 37% of student respondents citing Tech Equipment as an important area of focus. 30% of student respondents prioritized improving network infrastructure, and 30% of student respondents prioritized the creation of permanent outdoor learning spaces. In the area of Student Success, Experiential learning opportunities and Transportation were the top two areas students cited as important. 48% of student respondents selected experiential learning opportunities as an area of focus. 40% of student respondents selected increased transportation options as a priority use ESSER funds. 26% of student respondents prioritized after school tutoring. 23% of student respondents prioritized the purchase of supplemental materials.

Please indicate how consultation was:

2) Inclusive: Multiple surveys have been sent to the full school community. The Most recent survey in February, 2022 was sent to all SAU 34 staff and families, students in grades 6-12, and publicly posted to be available to all members of the community.

3) Widely advertised and available: Each survey, including the most recent in February, 2022 was emailed to all SAU 34 families and staff, as well as posted on the district website and Facebook page. The February, 2022 survey was also emailed to all students in grades 6-12, who were given time in their advisory periods to respond. The superintendent included the link to the survey multiple messages to the full school community, which were emailed to families and staff and also posted on the district Facebook page.

4) Ongoing: The survey remains open and collecting responses. It is linked on the district website.

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

Yes - Description Required

1) Description:

Date: As of February 15, 2022 Please see responses above to questions 1 and 2.

i) Number of total responses: There were 23 responses received.

ii) Uses consulted on: The SAU 34 Strategic Plan Identifies three priority areas that guide the work of all the schools: Culture, Learning Environment, & Student Success. The survey used the three primary areas outlined in the strategic plan as a framework. Within each section stakeholders were asked to select the items appropriate to utilize ESSER funds and then to rank their top two choices.

iii) Description of feedback received: In the Culture section, the social emotional health of students and staff were the top two focus areas, with 76% of student respondents citing students' social emotional health of students as important and 37% of student respondents citing social emotional health of staff & teachers as a priority use of ESSER funding. 32% of student respondents also prioritized improving community connections and engagement. In the Learning Environments section, heating and cooling and Tech equipment were the top two selections with 34% of student respondents selecting heating and cooling as an important focus and 37% of student respondents citing Tech Equipment as an important area of focus. 30% of student respondents prioritized improving network infrastructure, and 30% of student respondents prioritized the creation of permanent outdoor learning spaces. In the area of Student Success, Experiential learning opportunities and Transportation were the top two areas students cited as important. 48% of student respondents selected experiential learning opportunities as an area of focus. 40% of student respondents selected increased transportation options as a priority use ESSER funds. 26% of student respondents prioritized after school tutoring. 23% of student respondents prioritized the purchase of supplemental materials.

Please indicate how consultation was:

2) Inclusive: Multiple surveys have been sent to the full school community. The Most recent survey in February, 2022 was sent to all SAU 34 staff and families, students in grades 6-12, and publicly posted to be available to all members of the community.

3) Widely advertised and available: Each survey, including the most recent in February, 2022 was emailed to all SAU 34 families and staff, as well as posted on the district website and Facebook page. The February, 2022 survey was also emailed to all students in grades 6-12, who were given time in their advisory periods to respond. The superintendent included the link to the survey multiple messages to the full school community, which were emailed to families and staff and also posted on the district Facebook page.

4) Ongoing: The survey remains open and collecting responses. It is linked on the district website.

- i. Early childhood education providers and families, including partnerships to ensure access to and continuity of care for families with children of different ages, particularly as they transition to school (please check one):

Somewhat - Description Required

1) Description:

This group is included in the other categories, but was not counted individually.

i) Number of total responses: There were no particular responses for this group.

ii) Uses consulted on: The SAU 34 Strategic Plan Identifies three priority areas that guide the work of all the schools: Culture, Learning Environment, & Student Success. The survey used the three primary areas outlined in the strategic plan as a framework. Within each section stakeholders were asked to select the items appropriate to utilize ESSER funds and then to rank their top two choices.

iii) Description of feedback received: In the Culture section, the social emotional health of students and staff were the top two focus areas, with 76% of student respondents citing students' social emotional health of students as important and 37% of student respondents citing social emotional health of staff & teachers as a priority use of ESSER funding. 32% of student respondents also prioritized improving community connections and engagement. In the Learning Environments section, heating and cooling and Tech equipment were the top two selections with 34% of student respondents selecting heating and cooling as an important focus and 37% of student respondents citing Tech Equipment as an important area of focus. 30% of student respondents prioritized improving network infrastructure, and 30% of student respondents prioritized the creation of permanent outdoor learning spaces. In the area of Student Success, Experiential learning opportunities and Transportation were the top two areas students cited as important. 48% of student respondents selected experiential learning opportunities as an area of focus. 40% of student respondents selected increased transportation options as a priority use ESSER funds. 26% of student respondents prioritized after school tutoring. 23% of student respondents prioritized the purchase of supplemental materials.

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2) Inclusive: Multiple surveys have been sent to the full school community. The Most recent survey in February, 2022 was sent to all SAU 34 staff and families, students in grades 6-12, and publicly posted to be available to all members of the community.

3) Widely advertised and available: Each survey, including the most recent in February, 2022 was emailed to all SAU 34 families and staff, as well as posted on the district website and Facebook page. The February, 2022 survey was also emailed to all students in grades 6-12, who were given time in their advisory periods to respond. The superintendent included the link to the survey multiple messages to the full school community, which were emailed to families and staff and also posted on the district Facebook page.

4) Ongoing: The survey remains open and collecting responses. It is linked on the district website.

Kategori											Kategori		
1	2	3	4	5	6	7	8	9	10	11	12	13	14

1. Nama
 2. Alamat
 3. No. Telp.
 4. No. Fax
 5. No. Email
 6. No. HP
 7. No. WA
 8. No. Telegram
 9. No. Instagram
 10. No. Facebook
 11. No. Twitter
 12. No. YouTube
 13. No. LinkedIn
 14. No. Other

X. Authorization

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

ESSER@doe.nh.gov



1/11/2023

Approver Signature - Superintendent / Head of School

Date

Jennifer Crawford

Printed Name - Superintendent / Head of School

Appendix A. ARPA Statutory Excerpt

(e) USES OF FUNDS.—A local educational agency that receives funds under this section—

(1) shall reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (20U.S.C. 6311(b)(2)(B)(xi)), students experiencing homelessness, and children and youth in foster care; and

(2) shall use the remaining funds for any of the following:

(A) Any activity authorized by the Elementary and Secondary Education Act of 1965.

(B) Any activity authorized by the Individuals with Disabilities Education Act.

(C) Any activity authorized by the Adult Education and Family Literacy Act.

(D) Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.

(E) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

(F) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

(G) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

(H) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

(I) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

(J) Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

(K) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

(L) Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.

(M) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

(N) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—

(i) administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;

(ii) implementing evidence-based activities to meet the comprehensive needs of students;

(iii) providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and

(iv) tracking student attendance and improving student engagement in distance education.

(O) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

(P) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

(Q) Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

(R) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Appendix B. Interim Final Requirements of ARP ESSER Excerpt

Appendix B. Interim Final Requirements of ARP ESSER Excerpt

(2) LEA ARP ESSER Plan.

(a) Each LEA that receives ARP ESSER funds must submit to the SEA, in such manner and within a reasonable timeline as determined by the SEA, a plan that contains any information reasonably required by the SEA. The plan, and any revisions to the plan submitted consistent with procedures established by the SEA, must describe—

(i) The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning;

(ii) How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs;

(iii) How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e) of the ARP Act; and

(iv) How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

(b) In developing its ARP ESSER plan, an LEA must—

(i) Engage in meaningful consultation—

(A) With stakeholders, including: Students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions; and

(B) To the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students; and

(ii) Provide the public the opportunity to provide input and take such input into account.

(c) An LEA's ARP ESSER plan must be—

(i) In an understandable and uniform format;

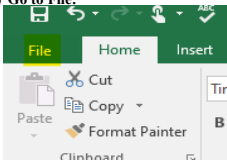
(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;

(iii) Upon request by a parent who is an individual with a disability as defined by the ADA, provided in an alternative format accessible to that parent; and

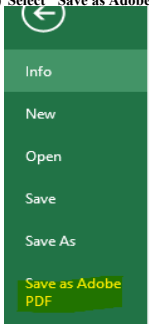
(iv) Be made publicly available on the LEA's website.

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

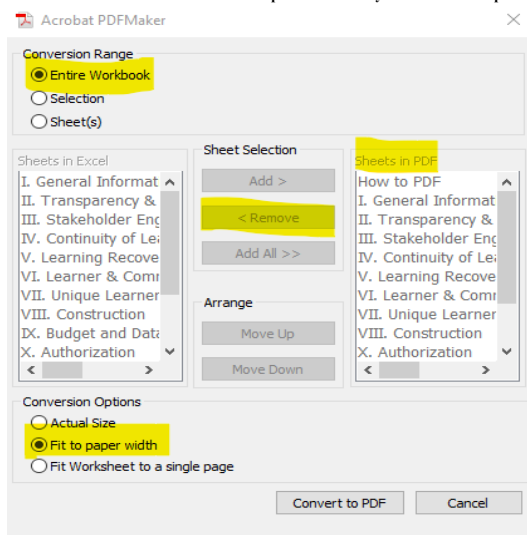
1) Go to File:



2) Select "Save as Adobe PDF":



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



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

- A. NH ARP ESSER LEA Fund Use - Excel Workbook
 - i Print the "V. Authorization" tab from Excel file
 - 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)