

**LEA AEP ESHB Plan -- A Plan by the LEA in Use of AEP ESHB Funds\***

Please submit this form **and AEP ESHB Plan** to [ED@doe.wa.gov](mailto:ED@doe.wa.gov) by 1/15/2021.

The American Rescue Plan Elementary and Secondary School Emergency Relief (AEP ESHB) Fund, authorized under the American Rescue Plan (ARP) Act of 2021, provides New Hampshire and VT's children to support schools in safely reopening and operating and operations of schools while facing 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 locally required information from an LEA to a consistent format and to assist LEA in meeting the federal requirement that requires that an LEA AEP published as LEA AEP ESHB Plan, which is also called "school district use of funds plan." See the Department of Education's [www.ed.gov/relief](https://www.ed.gov/relief) for more information on this requirement.

For further details, please reference AEP AEP's <https://www.doe.wa.gov>. The requirements are listed in the federal final requirements for AEP ESHB in which the U.S. Department of Education established these requirements (<https://www.govinfo.gov/content/pkg/FR-2021-04-22/pdf/2021-04-22.pdf>).

**1. General Information**

- 1) School District / Charter School Name: Derry -- *Call if it does not fit into the provided or Preparer's Contact*
- 2) District ID Number: 044 -- *Assignments upon submission*
- 3) LEA Number: 04 -- *Assignments upon submission*
- 4) Date of Publication: 1/15/2021
- 5) Approver Name: John P. Brannan, Superintendent
- 6) Email & Telephone: john.p.brannan@doe.nh.gov 603-271-3674

## 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:**

[www.rochesterschools.com https://drive.google.com/file/d/1gIhah1e7bq68PKS20PshCr7-Lt6wjBuK/view](https://drive.google.com/file/d/1gIhah1e7bq68PKS20PshCr7-Lt6wjBuK/view)

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

**Yes - Description Required**

**Description:**

The plan is written using the template provided by the NHED on January 24, 2023.

- 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 Plan will be provided and posted in multiple languages; the Plan may also be orally translated. The Plan, upon request by a parent/guardian who is an individual with a disability, will be provided in an alternative format accessible to the parent/guardian.

- 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, upon request by a parent/guardian who is an individual with a disability, will be provided in an alternative format accessible to the parent/guardian.

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 School Board receives public feedback during all Board meetings. Additionally, seven committees of the Board meet monthly and take public feedback. A stakeholder feedback survey has been utilized to solicit stakeholder feedback. The survey was mass distributed to students, staff, families, community members, and stakeholder groups. The survey is also Publicly posted on the District website. Feedback has also been received through direct communication to school and District offices. Survey Data was collected from 470 respondents (parents, students, teachers, support staff, district administrators, residents, community business owners; special interest groups) broken out as follows: Civil Rights - 6 Disability Rights - 11 Associations and Unions - 79 Special Education, ESOL, Migrant, Homeless Youth, Foster, Incarcerated - 129 Students - 3 Military - 1 Support Staff - 42 Administrators - 16 Community - 3 Other - 6 Parents - 238 Teachers - 162 The District received three specific emails requesting funding for the senders two specific children (one student over the age of 18 and one under the age of 18) The District held stakeholder feedback meetings in May and June targeted in the following areas: Academic Support, Facilities, Health and Wellness, Mental Health, Technology, Governance, and School Operations. The District included public feedback opportunities at June, July, and August School Board and sub-committee meetings (Sub-committees include: Personnel, Building, Finance, Strategic, Instruction, Policy, Special Services). All feedback was taken into consideration when drafting the plan.

- 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 District included public feedback opportunities at all School Board and sub-committee meetings (Sub-committees include: Personnel, Building, Finance, Strategic, Instruction, Policy, Special Services). All feedback was taken into consideration when drafting the plan. The Rochester Plan includes the top categories selected as priorities by those providing feedback and the survey results. The amount of feedback Rochester received greatly outweighed the amount of feedback the NH DOE included in their plan as observed during the NH DOE stakeholder meeting late last Spring. All activities included in Rochester's Funding Plan are allowable per the USED.

- 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:**

Publicly posted survey, public comment during meetings, and direct mass communication feedback survey.

*ij) Number of total responses:* There were 3 out of 470 students responses received.

*ii) Uses consulted on:* All use fund topics consulted on in committee meetings.

*iii) Description of feedback received:* Survey feedback was received and direct feedback reported at Committee meetings.

*Please indicate how consultation was:*

**2) Inclusive:** Surveys were distributed to all community groups, including students, and posted on the webpage. Surveys were available in multiple languages upon request. All groups are invited to give feedback during regular meetings. All groups were included in direct mass communication. Publicly posted survey, public comment during meetings, direct mass communication feedback survey and regular school and district meetings.

**3) Widely advertised and available:** Publicly posted survey, public comment during meetings and direct mass communication feedback survey.

**4) Ongoing:** Additional student feedback is received at the building level through various student groups and direct feedback to school administrators.

- b. Families (please choose one):

**Yes - Description Required**

**1) Description:**

Publicly posted survey, public comment during meetings and Direct mass communication feedback survey.

*ij) Number of total responses:* There were 238 parent/guardians out of 470 responses received.

*ii) Uses consulted on:* All use fund topics consulted on in committee meetings.

*iii) Description of feedback received:* Survey feedback was received and direct feedback reported at Committee meetings.

*Please indicate how consultation was:*

**2) Inclusive:** Surveys were distributed to all community groups, including parents, and posted on the webpage. Surveys were available in multiple languages upon request. All groups are invited to give feedback during regular meetings. All groups were included in direct mass communication. Publicly posted survey, public comment during meetings, direct mass communication feedback survey and regular school and district meetings.

**3) Widely advertised and available:** Publicly posted survey, public comment during meetings and direct mass communication feedback survey.

**4) Ongoing:** Additional feedback can be shared at any public Board or Committee meeting. Feedback can also be emailed directly to the superintendent.

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

**Yes - Description Required**

**1) Description:**

Publicly posted survey, public comment during meetings, direct mass communication feedback survey. School and District regular meetings, regular committee meetings and regular administrative meetings.

*ij) Number of total responses:* There were 16 administrators out of 470 responses received.

*ii) Uses consulted on:* All use fund topics consulted on in committee meetings.

*iii) Description of feedback received:* Survey feedback was received and direct feedback reported at Committee meetings.

*Please indicate how consultation was:*

**2) Inclusive:** All administrators invited to give feedback during regular meetings. Additionally, administrators were included in direct mass communication. Publicly posted survey, public comment during meetings and direct mass communication feedback survey. School and District regular meetings.

**3) Widely advertised and available:** Publicly posted survey, public comment during meetings and direct mass communication feedback survey. Additional feedback is received at the building level through various working groups and direct feedback to district administrators.

**4) Ongoing:** Additional and ongoing feedback can be shared at any public Board or Committee meeting. Feedback can also be directly to the superintendent or any other building or district administrator.

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

**Yes - Description Required**

**1) Description:**

Publicly posted survey, public comment during meetings and direct mass communication feedback survey. School and District regular meetings, regular committee meetings, regular school building faculty and administrative meetings.

*ij) Number of total responses:* There were 299 school personnel out of 470 responses received.

*ii) Uses consulted on:* All use fund topics consulted on in committee meetings.

*iii) Description of feedback received:* Survey feedback was received and direct feedback reported at Committee meetings.

*Please indicate how consultation was:*

**2) Inclusive:** All teachers, principals, school leaders, other educators, school staff and their unions are invited to give feedback during regular meetings. Additionally, teachers, principals, school leaders, other educators, school staff and their unions were included in direct mass communication. Publicly posted survey, public comment during meetings. Direct mass communication feedback survey. School and District regular meetings.

**3) Widely advertised and available:** Publicly posted survey, public comment during meetings and direct mass communication feedback survey. Additional feedback is received at the building level through various working groups and direct feedback to district administrators.

**4) Ongoing:** Additional and ongoing feedback can be shared at any public Board or Committee meeting. Feedback can also be directly to the superintendent or any other building or district administrator.

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

**Yes - Description Required**

**1) Description:**

Publicly posted survey, public comment during meetings and direct mass communication feedback survey.

*i) Number of total responses:* There were zero tribes out of 470 responses received.

*ii) Uses consulted on:* There was no feedback to provide.

*iii) Description of feedback received:* There was no feedback to provide.

*Please indicate how consultation was:*

**2) Inclusive:** Surveys were distributed to all community groups, including Tribes, and posted on the webpage. Surveys were available in multiple languages upon request. All groups are invited to give feedback during regular meetings. All groups were included in direct mass communication. Publicly posted survey, Public comment during meetings. Direct mass communication feedback survey, School and District regular meetings.

**3) Widely advertised and available:** Publicly posted survey, public comment during meetings and direct mass communication feedback survey.

**4) Ongoing:** Additional feedback can be shared at any public Board or Committee meeting. Feedback can also be emailed directly to the superintendent.

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

**Yes - Description Required**

**1) Description:**

Publicly posted survey, public comment during meetings and direct mass communication feedback survey.

*i) Number of total responses:* There were 153 organizations out of 470 responses received.

*ii) Uses consulted on:* All use fund topics consulted on in committee meetings.

*iii) Description of feedback received:* Survey feedback was received and direct feedback reported at Committee meetings.

*Please indicate how consultation was:*

**2) Inclusive:** Surveys were distributed to all community groups, including Civil Rights organizations and disability rights organizations and groups, and posted on the webpage. Surveys were available in multiple languages upon request. All groups are invited to give feedback during regular meetings. All groups were included in direct mass communication. Publicly posted survey, Public comment during meetings. Direct mass communication feedback survey, School and District regular meetings.

**3) Widely advertised and available:** Publicly posted survey, public comment during meetings and direct mass communication feedback survey.

**4) Ongoing:** Additional feedback can be shared at any public Board or Committee meeting. Feedback can also be emailed directly to the superintendent.

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:**

Publicly posted survey, public comment during meetings and direct mass communication feedback survey.

*i) Number of total responses:* There were 147 stakeholders out of 470 responses received.

*ii) Uses consulted on:* All use fund topics consulted on in committee meetings.

*iii) Description of feedback received:* Survey feedback was received and direct feedback reported at Committee meetings.

*Please indicate how consultation was:*

**2) Inclusive:** Surveys were distributed to all community groups, including 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, and posted on the webpage. Surveys were available in multiple languages upon request. All groups are invited to give feedback during regular meetings. All groups were included in direct mass communication. Publicly posted survey, Public comment during meetings. Direct mass communication feedback survey, School and District regular meetings.

**3) Widely advertised and available:** Publicly posted survey, public comment during meetings and direct mass communication feedback survey.

**4) Ongoing:** Additional feedback can be shared at any public Board or Committee meeting. Feedback can also be emailed directly to the superintendent.

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

**Yes - Description Required**

**1) Description:**

Publicly posted survey, public comment during meetings and direct mass communication feedback survey.

*i) Number of total responses:* There were 106 community based organizations out of 470 responses received.

*ii) Uses consulted on:* All use fund topics consulted on in committee meetings.

*iii) Description of feedback received:* Survey feedback was received and direct feedback reported at Committee meetings.

*Please indicate how consultation was:*

**2) Inclusive:** Surveys were distributed to all community groups, including community organizations and child care providers, and posted on the webpage. Surveys were available in multiple languages upon request. All groups are invited to give feedback during regular meetings. All groups were included in direct mass communication. Publicly posted survey, Public comment during meetings. Direct mass communication feedback survey, School and District regular meetings.

**3) Widely advertised and available:** Publicly posted survey, public comment during meetings and direct mass communication feedback survey.

**4) Ongoing:** Additional feedback can be shared at any public Board or Committee meeting. Feedback can also be emailed directly to the superintendent.

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:**

Publicly posted survey, public comment during meetings and direct mass communication feedback survey.

*i) Number of total responses:* There were 247 early childhood providers and families out of 470 responses received.

*ii) Uses consulted on:* All use fund topics consulted on in committee meetings.

*iii) Description of feedback received:* Early childhood providers did not specify their category. Parents, community, and other are included in this category.

*Please indicate how consultation was:*

**2) Inclusive:** Surveys were distributed to all community groups, including parents and community groups, and posted on the webpage. Surveys were available in multiple languages upon request. All groups are invited to give feedback during regular meetings. All groups were included in direct mass communication. Publicly posted survey, Public comment during meetings. Direct mass communication feedback survey, School and District regular meetings.

**3) Widely advertised and available:** Publicly posted survey, public comment during meetings and direct mass communication feedback survey.

**4) Ongoing:** Additional feedback can be shared at any public Board or Committee meeting. Feedback can also be emailed directly to the superintendent.


Project Information		Phase 1: Initial Assessment & Planning															Phase 2: Design & Development															Phase 3: Deployment & Maintenance				
Item ID	Description	Task 1.1	Task 1.2	Task 1.3	Task 1.4	Task 1.5	Task 1.6	Task 1.7	Task 1.8	Task 1.9	Task 1.10	Task 1.11	Task 1.12	Task 1.13	Task 1.14	Task 1.15	Task 2.1	Task 2.2	Task 2.3	Task 2.4	Task 2.5	Task 2.6	Task 2.7	Task 2.8	Task 2.9	Task 2.10	Task 2.11	Task 2.12	Task 2.13	Task 2.14	Task 2.15	Task 3.1	Task 3.2	Task 3.3		
001	Project Kick-off	001	002	003	004	005	006	007	008	009	010	011	012	013	014	015	016	017	018	019	020	021	022	023	024	025	026	027	028	029	030	031	032	033		
002	Requirement Gathering	001	002	003	004	005	006	007	008	009	010	011	012	013	014	015	016	017	018	019	020	021	022	023	024	025	026	027	028	029	030	031	032	033		
003	System Architecture	001	002	003	004	005	006	007	008	009	010	011	012	013	014	015	016	017	018	019	020	021	022	023	024	025	026	027	028	029	030	031	032	033		
004	Software Development	001	002	003	004	005	006	007	008	009	010	011	012	013	014	015	016	017	018	019	020	021	022	023	024	025	026	027	028	029	030	031	032	033		
005	Testing & Deployment	001	002	003	004	005	006	007	008	009	010	011	012	013	014	015	016	017	018	019	020	021	022	023	024	025	026	027	028	029	030	031	032	033		
006	Post-Launch Support	001	002	003	004	005	006	007	008	009	010	011	012	013	014	015	016	017	018	019	020	021	022	023	024	025	026	027	028	029	030	031	032	033		



X. Authorization

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

[ESSEF@doe.nh.gov](mailto:ESSEF@doe.nh.gov)



Approver Signature - Superintendent / Head of School

Date

2/2/23

Kyle Repucci

Printed Name - Superintendent / Head of School

## 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.*