

LEA ARP ESSER Plan: "A Plan for the LEA's Use of ARP ESSER Funds"

Please submit in both Excel and PDF form to ESSER@doe.nh.gov by 1/13/2023.

The American Rescue Plan Elementary and Secondary School Emergency Relief ("ARP ESSER") Fund, authorized under the American Rescue Plan ("ARP") Act of 2021, provides New Hampshire over \$350 million to support schools in safely reopening and sustaining safe operations of schools while meeting the academic, social, emotional, and mental health needs of students resulting from the coronavirus disease 2019 ("COVID-19") pandemic.

This mandatory template is intended to collect all federally required information from an LEA in a convenient format and to assist LEAs in meeting the federal requirement that, requirement that, an LEA shall publish an LEA ARP ESSER Plan, which is often called a "school district use of funds plan." See the Department of Education's most current guidance posted here: <https://omb.report/ocr/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>Stratham</u>	→ Cell C18 Must be Input for Formulas t
2) District ID Number:	<u>511</u>	→ Autopopulates upon Selection
3) SAU Number:	<u>16</u>	→ Autopopulates upon Selection
4) Date of Publication:		
5) Approver Name - (Superintendent / Head of School):	<u>Dr. David Ryan</u>	
6) Email & Telephone:	<u>dryan@sau16.org. 603-775-8400</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 follow <https://sms.sau16> website.

Yes - Description Required

Description:

The plan includes additional instructional time for students, teacher professional development, supports for mental health and wellness and outdoor education.

- 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 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):

Description:

As needed, the LEA will translate the plan in a written 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 contents of the plan.

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 Stratham School District sent a survey to the community and held a public hearing to gather input for the development of the ESSER 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 LEA reviewed the input from the public and considered it as the ESSER priorities were developed.

- 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:

Student input was invited through the survey; however, given the district contains grades K-5, the student input was limited.

i) Number of total responses: 274 total community responses

ii) Uses consulted on: Academic needs, social emotional needs, opportunities for social connection, and family economic challenges.

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

Please indicate how consultation was:

2) Inclusive: The opportunities for consultation were the same for this group as all others through the survey and public hearing.

3) Widely advertised and available: Notice of the survey and public hearing were widely distributed through email, newsletters, the website, and public notices.

4) Ongoing: The ESSER Plan is posted on the website. The school board will still accept public and the stakeholders meet frequently to insure that the ESSER priorities are attended to. If more funds become available more recent input will be considered.

- b. Families (please choose one):

Yes - Description Required

1) Description:

Families were encouraged to participate in a survey and public hearing.

i) Number of total responses: The family responses were 92.7% of the total number of responses or 253.

ii) Uses consulted on: Academics, social emotional needs, opportunities for social connections, mental health needs and family economic challenges.

iii) Description of feedback received. Academics were the first priority, social emotional needs were second and third were opportunities for social connections.

2) Inclusive: The opportunities for consultation were the same for this group as all others through the survey and public hearing.

3) Widely advertised and available: Notice of the survey and public hearing were widely distributed through email, newsletters, the website, and public notices.

4) Ongoing: The ESSER Plan is posted on the website. The school board will still accept public and the stakeholders meet frequently to insure that the ESSER priorities are attended to. If more funds become available more recent input will be considered.

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

Yes - Description Required

1) Description:

School and district administrators were encouraged to participate in a survey and public hearing.

- i) Number of total responses:* School and district administrators were grouped with school staff which represented 7-8% of the total number of
- ii) Uses consulted on:* Academics, social emotional needs, opportunities for social connections, mental health needs and family economic challenges.
- iii) Description of feedback received:* Academics were the first priority, social emotional needs were second and third were opportunities for social connections.

Please indicate how consultation was:

- 2) Inclusive:** The opportunities for consultation were the same for this group as all others through the survey and public hearing.
- 3) Widely advertised and available:** Notice of the survey and public hearing were widely distributed through email, newsletters, the website, and public notices.
- 4) Ongoing:** The ESSER Plan is posted on the website. The school board will still accept public and the stakeholders meet frequently to insure that the ESSER priorities are attended to. If more funds become available more recent input will be considered.

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

Yes - Description Required

1) Description:

Teachers, principals, school leaders school staff and their unions were encouraged to participate in a survey and public hearing.

i) Number of total responses: The responses of school staff were not separated into groups. School staff as a whole had between a 7% and 8% response rate.

ii) Uses consulted on: Academics, social emotional needs, opportunities for social connections, mental health needs and family economic challenges.

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

Please indicate how consultation was:

- 2) Inclusive:** The opportunities for consultation were the same for this group as all others through the survey and public hearing.
- 3) Widely advertised and available:** Notice of the survey and public hearing were widely distributed through email, newsletters, the website, and public notices.
- 4) Ongoing:** The ESSER Plan is posted on the website. The school board will still accept public and the stakeholders meet frequently to insure that the ESSER priorities are attended to. If more funds become available more recent input will be considered.

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):

Yes - Description Required

1) Description:

Civil rights organizations had the same opportunities for input as other groups. Additionally, the LEA used the letter from the NH Disability Rights Center to help determine the use of funds

i) Number of total responses: This group was not given a separate reporting category so it is difficult to know the level of participation.

ii) Uses consulted on: Academics, social emotional needs, opportunities for social connections, mental health needs and family economic challenges.

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

Please indicate how consultation was:

- 2) Inclusive:** The opportunities for consultation were the same for this group as all others through the survey and public hearing.
- 3) Widely advertised and available:** Notice of the survey and public hearing were widely distributed through email, newsletters, the website, and public notices.
- 4) Ongoing:** The ESSER Plan is posted on the website. The school board will still accept public and the stakeholders meet frequently to insure that the ESSER priorities are attended to. If more funds become available more recent input will be considered.

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:

Community members working with these children were invited to submit public input in the surveys and at the public hearing: social workers, school nurse, ESOL teacher etc.

i) Number of total responses: This group was not given a separate reporting category so it is difficult to know the level of participation.

ii) Uses consulted on: Academics, social emotional needs, opportunities for social connections, mental health needs and family economic challenges.

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

Please indicate how consultation was:

2) Inclusive: The opportunities for consultation were the same for this group as all others, through the survey and public hearing.

3) Widely advertised and available: Notice of the survey and public hearing were widely distributed through email, newsletters, the website, and public notices.

4) Ongoing: The ESSER Plan is posted on the website. The school board will still accept public and the stakeholders meet frequently to insure that the ESSER priorities are attended to. If more funds become available more recent input will be considered.

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

Yes - Description Required

1) Description:

The district has an ongoing collaboration with the YMCA. Employees of the YMCA had access to the survey and public hearing.

i) Number of total responses: The responses for this group was not separated out as a separate group and would be represented in parent or community

ii) Uses consulted on: Academics, social emotional needs, opportunities for social connections, mental health needs and family economic challenges.

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

Please indicate how consultation was:

2) Inclusive: The opportunities for consultation were the same for this group as all others, through the survey and public hearing.

3) Widely advertised and available: Notice of the survey and public hearing were widely distributed through email, newsletters, the website, and public notices.

4) Ongoing: The ESSER Plan is posted on the website. The school board will still accept public and the stakeholders meet frequently to insure that the ESSER priorities are attended to. If more funds become available more recent input will be considered.

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

Yes - Description Required

1) Description:

The district has an early childhood program on campus. Parents and staff of this program were invited with other groups to participate in the survey and public hearing.

i) Number of total responses: Responses were not separated out for this group they are included in staff, parents and community members.

ii) Uses consulted on: Academics, social emotional needs, opportunities for social connections, mental health needs and family economic challenges.

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

Please indicate how consultation was:

2) Inclusive: The opportunities for consultation were the same for this group as all others, through the survey and public hearing.

3) Widely advertised and available: Notice of the survey and public hearing were widely distributed through email, newsletters, the website, and public notices.

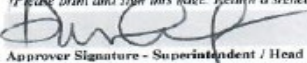
4) Ongoing: The ESSER Plan is posted on the website. The school board will still accept public and the stakeholders meet frequently to insure that the ESSER priorities are attended to. If more funds become available more recent input will be considered.

<p>1. Project Overview</p>	<p>2. Objectives</p>	<p>3. Scope</p>	<p>4. Stakeholders</p>	<p>5. Resources</p>	<p>6. Risks</p>	<p>7. Timeline</p>	<p>8. Budget</p>	<p>9. Quality Assurance</p>	<p>10. Communication</p>	<p>11. Reporting</p>	<p>12. Conclusion</p>	<p>13. Appendix</p>	<p>14. References</p>	<p>15. Index</p>	<p>16. Glossary</p>	<p>17. Acronyms</p>	<p>18. Change Log</p>	<p>19. Revision History</p>	<p>20. Approval</p>	<p>21. Signatures</p>	<p>22. Comments</p>	<p>23. Notes</p>	<p>24. Attachments</p>	<p>25. Links</p>	<p>26. Footer</p>	<p>27. Page Number</p>	<p>28. Page Title</p>	<p>29. Page Date</p>	<p>30. Page Author</p>
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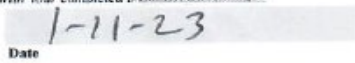
Section 1: General Information																								Section 2: Financial Summary					Section 3: Operational Data				Section 4: Compliance	
Sub-section 1.1: Identification												Sub-section 1.2: Classification												Sub-section 2.1: Totals		Sub-section 2.2: Breakdown			Sub-section 3.1: Metrics	Sub-section 3.2: Status	Sub-section 4.1: Audit	Sub-section 4.2: Review		
Item ID	Name	Code	Category	Location	Quantity	Unit	Value	Cost	Revenue	Profit	Loss	Net	Start	End	Duration	Frequency	Intensity	Score	Grade	Pass/Fail	Notes	Signature	Date	Version	Revision	Change Log	Approval	Denial	Resubmit	Final				
001	Item A	ABC	Category X	Location 1	10	Units	100	50	150	20	30	100	2023-01-01	2023-12-31	365	Weekly	High	85	B	Pass	Good	J. Doe	2023-10-27	1.0	1	Initial	Approved	Not	Not	Final				
002	Item B	DEF	Category Y	Location 2	5	Units	50	25	75	10	15	50	2023-02-01	2023-11-30	300	Monthly	Medium	70	C	Fail	Poor	A. Smith	2023-10-26	1.0	1	Initial	Not	Not	Not	Final				
003	Item C	GHI	Category Z	Location 3	20	Units	200	100	300	40	60	200	2023-03-01	2023-10-31	275	Daily	Low	90	A	Pass	Excellent	M. Brown	2023-10-25	1.0	1	Initial	Approved	Not	Not	Final				
004	Item D	JKL	Category A	Location 4	15	Units	150	75	225	30	45	150	2023-04-01	2023-09-30	182	Bi-weekly	Medium	75	C+	Pass	Fair	N. Green	2023-10-24	1.0	1	Initial	Not	Not	Not	Final				
005	Item E	MNO	Category B	Location 5	8	Units	80	40	120	15	22	80	2023-05-01	2023-08-31	122	Quarterly	High	80	B+	Pass	Good	P. White	2023-10-23	1.0	1	Initial	Approved	Not	Not	Final				
006	Item F	PQR	Category C	Location 6	12	Units	120	60	180	25	37	120	2023-06-01	2023-07-31	62	Annual	Low	60	D	Fail	Poor	Q. Black	2023-10-22	1.0	1	Initial	Not	Not	Not	Final				
007	Item G	STU	Category D	Location 7	30	Units	300	150	450	60	90	300	2023-07-01	2023-06-30	31	Monthly	Medium	70	C	Fail	Poor	R. Grey	2023-10-21	1.0	1	Initial	Not	Not	Not	Final				
008	Item H	VWX	Category E	Location 8	7	Units	70	35	105	12	18	70	2023-08-01	2023-05-31	91	Bi-weekly	High	85	B	Pass	Good	S. Blue	2023-10-20	1.0	1	Initial	Approved	Not	Not	Final				
009	Item I	YZA	Category F	Location 9	18	Units	180	90	270	35	52	180	2023-09-01	2023-04-30	121	Quarterly	Low	65	C-	Pass	Fair	T. Yellow	2023-10-19	1.0	1	Initial	Not	Not	Not	Final				
010	Item J	BCD	Category G	Location 10	6	Units	60	30	90	8	12	60	2023-10-01	2023-03-31	91	Annual	Medium	75	C+	Pass	Fair	U. Purple	2023-10-18	1.0	1	Initial	Approved	Not	Not	Final				
011	Item K	EFG	Category H	Location 11	9	Units	90	45	135	18	27	90	2023-11-01	2023-02-28	59	Bi-weekly	High	80	B+	Pass	Good	V. Pink	2023-10-17	1.0	1	Initial	Not	Not	Not	Final				
012	Item L	HIJ	Category I	Location 12	4	Units	40	20	60	4	6	40	2023-12-01	2023-01-31	31	Quarterly	Low	55	D-	Fail	Poor	W. Orange	2023-10-16	1.0	1	Initial	Not	Not	Not	Final				
013	Item M	KLM	Category J	Location 13	11	Units	110	55	165	22	33	110	2024-01-01	2022-12-31	365	Monthly	Medium	70	C	Fail	Poor	X. Green	2023-10-15	1.0	1	Initial	Not	Not	Not	Final				
014	Item N	NOP	Category K	Location 14	16	Units	160	80	240	32	48	160	2024-02-01	2022-11-30	335	Bi-weekly	High	85	B	Pass	Good	Y. Blue	2023-10-14	1.0	1	Initial	Approved	Not	Not	Final				
015	Item O	QRS	Category L	Location 15	5	Units	50	25	75	6	9	50	2024-03-01	2022-10-31	305	Quarterly	Low	60	D	Fail	Poor	Z. Yellow	2023-10-13	1.0	1	Initial	Not	Not	Not	Final				
016	Item P	TUV	Category M	Location 16	13	Units	130	65	195	26	39	130	2024-04-01	2022-09-30	305	Bi-weekly	Medium	75	C+	Pass	Fair	AA. Purple	2023-10-12	1.0	1	Initial	Approved	Not	Not	Final				
017	Item Q	WXY	Category N	Location 17	8	Units	80	40	120	16	24	80	2024-05-01	2022-08-31	275	Quarterly	High	80	B+	Pass	Good	BB. Pink	2023-10-11	1.0	1	Initial	Not	Not	Not	Final				
018	Item R	ZAB	Category O	Location 18	3	Units	30	15	45	3	4	30	2024-06-01	2022-07-31	305	Annual	Low	50	F	Fail	Poor	CC. Orange	2023-10-10	1.0	1	Initial	Not	Not	Not	Final				
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021	Item U	HIJ	Category R	Location 21	14	Units	140	70	210	28	42	140	2024-09-01	2022-04-30	305	Bi-weekly	Low	65	C-	Pass	Fair	FF. Yellow	2023-10-07	1.0	1	Initial	Not	Not	Not	Final				
022	Item V	KLM	Category S	Location 22	6	Units	60	30	90	7	10	60	2024-10-01	2022-03-31	305	Quarterly	Medium	75	C+	Pass	Fair	GG. Purple	2023-10-06	1.0	1	Initial	Approved	Not	Not	Final				
023	Item W	NOP	Category T	Location 23	9	Units	90	45	135	18	27	90	2024-11-01	2022-02-28	305	Bi-weekly	High	80	B+	Pass	Good	HH. Pink	2023-10-05	1.0	1	Initial	Not	Not	Not	Final				
024	Item X	QRS	Category U	Location 24	4	Units	40	20	60	4	6	40	2024-12-01	2022-01-31	305	Quarterly	Low	55	D-	Fail	Poor	II. Orange	2023-10-04	1.0	1	Initial	Not	Not	Not	Final				
025	Item Y	TUV	Category V	Location 25	11	Units	110	55	165	22	33	110	2025-01-01	2021-12-31	365	Monthly	Medium	70	C	Fail	Poor	JJ. Green	2023-10-03	1.0	1	Initial	Not	Not	Not	Final				
026	Item Z	WXY	Category W	Location 26	16	Units	160	80	240	32	48	160	2025-02-01	2021-11-30	335	Bi-weekly	High	85	B	Pass	Good	KK. Blue	2023-10-02	1.0	1	Initial	Approved	Not	Not	Final				
027	Item AA	ZAB	Category X	Location 27	5	Units	50	25	75	6	9	50	2025-03-01	2021-10-31	305	Quarterly	Low	60	D	Fail	Poor	LL. Yellow	2023-10-01	1.0	1	Initial	Not	Not	Not	Final				
028	Item AB	BCD	Category Y	Location 28	13	Units	130	65	195	26	39	130	2025-04-01	2021-09-30	305	Bi-weekly	Medium	75	C+	Pass	Fair	MM. Purple	2023-09-30	1.0	1	Initial	Approved	Not	Not	Final				
029	Item BC	EFG	Category Z	Location 29	8	Units	80	40	120	16	24	80	2025-05-01	2021-08-31	275	Quarterly	High	80	B+	Pass	Good	NN. Pink	2023-09-29	1.0	1	Initial	Not	Not	Not	Final				
030	Item CD	HIJ	Category A	Location 30	3	Units	30	15	45	3	4	30	2025-06-01	2021-07-31	305	Annual	Low	50	F	Fail	Poor	OO. Orange	2023-09-28	1.0	1	Initial	Not	Not	Not	Final				
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035	Item HI	WXY	Category F	Location 35	9	Units	90	45	135	18	27	90	2025-11-01	2021-02-28	305	Bi-weekly	High	80	B+	Pass	Good	TT. Pink	2023-09-23	1.0	1	Initial	Not	Not	Not	Final				
036	Item IJ	ZAB	Category G	Location 36	4	Units	40	20	60	4	6	40	2025-12-01	2021-01-31	305	Quarterly	Low	55	D-	Fail	Poor	UU. Orange	2023-09-22	1.0	1	Initial	Not	Not	Not	Final				
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042	Item OP	QRS	Category M	Location 42	3	Units	30	15	45	3	4	30	2026-06-01	2020-07-31	305	Annual	Low	50	F	Fail	Poor	AAA. Orange	2023-09-16	1.0	1	Initial	Not	Not	Not	Final				
043	Item PQ	TUV	Category N	Location 43	10	Units	100	50	150	20	30	100	2026-07-01	2020-06-30	305	Bi-weekly	Medium	70	C	Fail	Poor	BBB. Green	2023-09-15	1.0	1	Initial	Not	Not	Not	Final				
044	Item QR	WXY	Category O	Location 44	7	Units	70	35	105	14	21	70	2026-08-01	2020-05-31	305	Quarterly	High	85	B															

X. Authorization

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



Approver Signature - Superintendent / Head



Date

Dr. David Ryan

Printed Name - Superintendent / Head of

Appendix A: ARPA Statutory Excerpt

Appendix A. ARPA Statutory Excerpt

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B. Interim Final Requirements of ARP ESSER Excerpt

Appendix B. Interim Final Requirements of ARP ESSER Excerpt

(2) LEA ARP ESSER Plan.

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

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

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

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

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

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

(i) Engage in meaningful consultation—

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

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

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

(c) An LEA's ARP ESSER plan must be—

(i) In an understandable and uniform format;

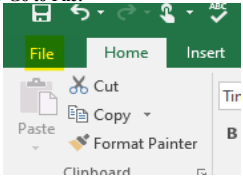
(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;

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

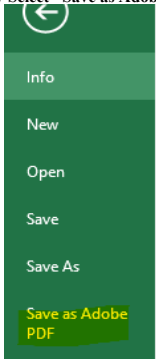
(iv) Be made publicly available on the LEA's website.

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

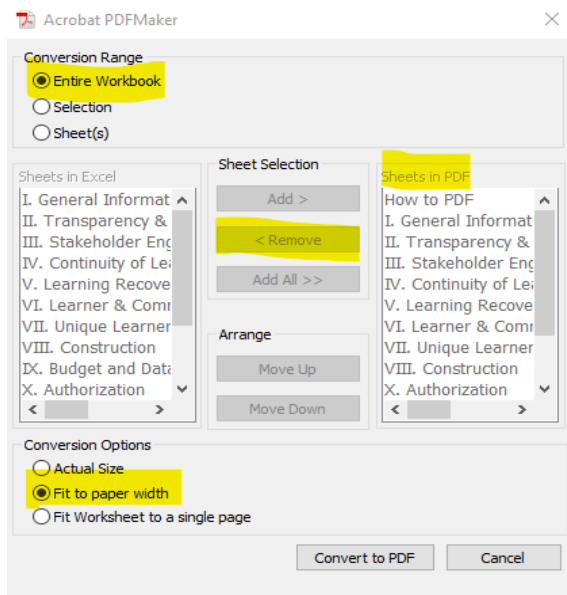
1) Go to File:



2) Select "Save as Adobe PDF":



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



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

- A. NH ARP ESSER LEA Fund Use - Excel Workbook
 - i. Print the "V. Authorization" tab from Excel file
 - ii. Manually print and sign the "V. Authorization" tab from Excel file
- B. NH ARP ESSER LEA Fund Use - PDF Version
- C. Return each item listed above in one email message to ESSER@doe.nh.gov (3 separate attachments)