

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/icr/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

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|--|--|--|
| 1) School District / Charter School Name: | <u>Wakefield</u> | → Cell C18 Must be Input for Formulas |
| 2) District ID Number: | <u>543</u> | → Autopopulates upon Selection |
| 3) SAU Number: | <u>101</u> | → Autopopulates upon Selection |
| 4) Date of Publication: | <u>07/06/23</u> | |
| 5) Approver Name -
(Superintendent / Head of School): | <u>Anne L. Kebler</u> | |
| 6) Email & Telephone: | <u>anne.kebler@sau101.org (603) 986-8723</u> | |

II. Transparency and Accessibility

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

Yes - Description Required

Description:

www.sau101.org/ COVID resources: ESSER Use of Funds Plan

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

Yes - Description Required

Description:

The plan uses easy to understand language, and is in a pdf format posted on the SAU website

- 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 can be translated through google translate which allows for automatic translation. In addition, there are office staff available to assist with interpretation of the language should a parent question this.

- 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:

This plan can be translated for a parent who is an individual with a disabilities by any language format necessary, and/or can be orally read to a parent

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 plan for the use of funds was discussed at a Wakefield School Board Meeting and a Wakefield Budget Committee meeting in September of 2022. In

- 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:

Public comment is taken at all school board meetings where potential use of grant funds is discussed. All approved uses of ARPA ESSER III funds were presented at the October 4th 2022 school board meeting, as well as at the Budget Committee meeting in September of 2022. Input was taken from board members during the presentation. There was also public comment at the end of the meeting. Public comment will be used to modify or add grant funded activities. The district's school board, and federal grants stakeholder team has been sent the current approved uses of funds and will be giving suggestions for further uses of fund. A letter is being sent to families regarding current uses of funds and a new survey is being sent to the school community this summer. (summer of 2023)

- 3) How the LEA engaged in meaningful consultation with specific stakeholders, including, but not limited to:

- a. Students (please choose one):

No

1) Description:

All students are in preschool through grade 8. See below section regarding Families.

i) Number of total responses: N/A

ii) Uses consulted on: N/A

iii) Description of feedback given: N/A

Please indicate how consultation was:

2) Inclusive: N/A

3) Widely advertised and available: N/A

4) Ongoing: N/A

- b. Families (please choose one):

Yes - Description Required

1) Description:

Parents were given the opportunity to give input on the use of ESSER funds through a link on the district website during the summer of 2021, and through public comment at school board meetings when ESSER funds have been on the agenda. School Board agenda's are posted on the website 5 days prior to the school board meeting. A new survey has been developed and will be emailed to parents and posted on our website. A survey was originally sent out to parents during the summer of 2021 by the previous Superintendent. A survey is being sent by email to all school community families this July 2023 to provide feedback as to how parents would like to see the remaining ESSER funds to be used.

i) Number of total responses: email sent to will be sent to all families. During the summer of 2021 a survey was emailed to families as well as posted to the SAU website.

ii) Uses consulted on: Parents can comment through the survey on the use of ESSER funds, as well as during public comment times at all school board meetings.

iii.) Description of feedback given: Unfortunately, there was not any responses from the survey sent out in the summer of 2021. We are making a large effort to assure that all families receive the survey coming in July 2023, and will post on the website a reminder for feedback. In August at our August 8th 2023 board meeting, the survey will be put on the agenda to allow for public comment on any feedback. Families will have access to the school board agenda 5 days prior to the meeting.

Please indicate how consultation was:

2) Inclusive: Survey sent in July of 2021 sent to families and posted on the website allowed for public input from all families. The survey being sent home this month (July, 2023) will be posted on the website, emailed to all families and posted on the Paul School. In addition, there will be

3) Widely advertised and available: Email to all families and activities posted on website. School messaging system is used to send the email to families. The upcoming district new letter will include information about ESSER funds.

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

No

1) Description:

N/A There are no local Civil Rights Organizations or Disability Rights Organization in the Wakefield School District

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

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:

Wakefield's stakeholder groups were consulted.

i) Number of total responses: 1

ii) Uses consulted on: none

iii) Description of feedback received: N/A

2) Inclusive: N/A

3) Widely advertised and available: N/A

4) Ongoing: N/A

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

No

1) Description:

N/A - no applicable organizations in the Wakefield School District

i) Number of total responses: 0

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

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):

No

1) Description:

While our preschool parents were provided with the survey in July 2021, there were no responses. The survey went home by email and was posted on our SAU website, and facebook page.

i) Number of total responses: 0

ii) Uses consulted on: no feedback was provided

iii.) Description of feedback provided: No feed No

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.

Appendix B. Interim Final Requirements of ARP ESSER Excerpt

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(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.