

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/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

1) School District / Charter School Name:	<u>Middleton</u>	→ Cell C18 Must be Input for Formulas
2) District ID Number:	<u>353</u>	→ Autopopulates upon Selection
3) SAU Number:	<u>69</u>	→ Autopopulates upon Selection
4) Date of Publication:	<u>3/13/2023</u>	
5) Approver Name - (Superintendent / Head of School):	<u>Caroline Arakelian</u>	
6) Email & Telephone:	<u>carakelian@sau49.org 603-569-1658</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:

<https://sites.google.com/a/sau69.org/sau-69---middleton-school-district/welcome-to-the-middleton-school-district>

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

Yes - Description Required

Description:

Solicitation for input and the plan is in an understandable format.

- 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 is written in English and is provided in alternative languages as needed.

- 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 accessible and will be provided in alternative formats as needed.

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 provided the public the opportunity to provide input at every school board meeting during the spring of 2022 and the 2022-2023 school years. ESSER funds is an agenda item for most meetings.

- 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 takes public input into account on an ongoing basis via public comment at board meetings and at school functions.

- 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:

The LEA is engaged in meaningful consultation with stakeholders including students during classroom activities and staff reports.

i) Number of total responses: Minimum of 12

ii) Uses consulted on: Students provide consultation on all uses of ESSER funds.

iii) Description of feedback received: Students and staff report a desire for relevant use of funds including increasing space for student use.

Please indicate how consultation was:

2) Inclusive: Consultation includes students, families and staff members. The LEA considers all input.

3) Widely advertised and available: The board agendas are widely advertised each month.

4) Ongoing: The LEA has ESSER fund review as an ongoing agenda item at board meetings.

- b. Families (please choose one):

Yes - Description Required

1) Description:

Families and staff have input during school board meetings and school events. The Principal is in constant communication with families regarding input for school initiatives and funding.

i) Number of total responses: More than 20 over the past two years.

ii) Uses consulted on: Storage, transportation, and alternative classroom spaces

iii) Description of feedback received: Families are involved and engaged in the conversation regarding the larger ideas for ESSER funds.

Please indicate how consultation was:

2) Inclusive: The consultation is inclusive as it is public and non discriminatory.

3) Widely advertised and available: Board meeting agendas are advertised every month at Middleton Elementary School as well as the website.

4) Ongoing: The Middleton Board has an ongoing agenda item to discuss ESSER funds as well as the opportunity to speak at public comment.

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

Yes - Description Required

1) Description:

Yes, administrators were involved in the process of developing the plan to allocate funds during discussions at monthly administrative team meetings.

- i) Number of total responses: 12 monthly*
- ii) Uses consulted on: facilities and storage among others.*
- iii) Description of feedback received: administrators agreed with the plan to allocate funds.*

Please indicate how consultation was:

- 2) Inclusive: all administrators attend the monthly meetings**
- 3) Widely advertised and available: attendance is accessible and advertised.**
- 4) Ongoing: Meetings occur on a monthly and ongoing basis.**

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

Yes - Description Required

1) Description:

Staff including teachers, principals, and other staff and their unions are involved in the plans during monthly and bi-monthly meetings. Discussions from admin team meetings are carried over to all staff and department meetings.

- i) Number of total responses: All staff are included and the number varies each month at the Middleton staff meeting.*
- ii) Uses consulted on: facilities, space, storage, among other uses.*
- iii) Description of feedback received: Staff provide feedback that is student-centered such as space for instruction.*

Please indicate how consultation was:

- 2) Inclusive: Staff are all included at staff meetings.**
- 3) Widely advertised and available: Meetings are advertised and accessible at predictable times.**
- 4) Ongoing: Monthly.**

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

No

1) Description:

There are no tribes in the state of NH.

- 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):

Yes - Description Required

1) Description:

Disability Rights Center is informed and offered involvement in the process through our special education and 504 plan process. Accommodations for students with disabilities is imperative when considering the allocation of funds for facilities.

- i) Number of total responses: 1*
- ii) Uses consulted on: space and storage for Middleton Elementary*
- iii) Description of feedback received: DRC and Middleton express feedback regarding following ADA requirements for space.*

Please indicate how consultation was:

- 2) Inclusive: Involvement includes civil rights organizations when they are available. MSD is an inclusive process.**
- 3) Widely advertised and available: School Board and parent meetings are advertised monthly.**
- 4) Ongoing: Public access is advertised on an ongoing basis via notifications, flyers, postings.**

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:

Stakeholders including social workers and special education staff who specifically work with these populations were included.

- i) Number of total responses: Varies over the past year.*
- ii) Uses consulted on: This stakeholder proposes using grant funds to increase access for students with disabilities and underserved populations. Specifically, increasing space and storage for students.*
- iii) Description of feedback received: Keeping student best interest in mind so they have meaningful progress in school.*

Please indicate how consultation was:

- 2) Inclusive: All staff are included in discussions regarding allocating resources.**
- 3) Widely advertised and available: Yes, widely advertised using postings, emails, agendas for board meetings, and newsletters.**
- 4) Ongoing: Monthly in addition to informal conversations.**

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

Yes - Description Required

1) Description:

The principal includes community organizations to promote access to special programs and inclusion to students before and after school.

- i) Number of total responses: Varied.*
- ii) Uses consulted on: Storage and space for students.*
- iii) Description of feedback received: Feedback was to allocate in meaningful ways for students.*

Please indicate how consultation was:

- 2) Inclusive: All feedback is included from staff including those who work with special populations.**
- 3) Widely advertised and available: Meetings held at usual monthly times.**
- 4) Ongoing: Meetings are throughout the school year.**

- 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:

As Middleton has a preschool program, they are in communication with early intervention and supports.

- i) Number of total responses: Varied across stakeholders*
- ii) Uses consulted on: expanded space for students in preschool and transitioning into preschool.*
- iii) Description of feedback received: Space for students transitioning into preschool at Middleton.*

Please indicate how consultation was:

- 2) Inclusive: Feedback was received from all organizations with respect to early intervention.**
- 3) Widely advertised and available: Input was received at Board meetings that are advertised and accessible in the community.**
- 4) Ongoing: Monthly staff and board meetings are ongoing.**

<p>1. Introduction</p> <p>1.1. Background</p> <p>1.2. Scope</p>		<p>2. Methodology</p> <p>2.1. Research Design</p> <p>2.2. Data Collection</p> <p>2.3. Data Analysis</p>										<p>3. Results</p> <p>3.1. Findings</p> <p>3.2. Discussion</p>										<p>4. Conclusion</p> <p>4.1. Summary</p> <p>4.2. Recommendations</p>	
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Information on the company's business model									
1. Business model	2. Revenue model	3. Key resources	4. Key activities	5. Key partners	6. Key channels	7. Key customer relationships	8. Key segments	9. Key risks	10. Key success factors
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X. Authorization

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

ESSER@doe.nh.gov



Approver Signature - Superintendent / Head of School

0310/2023

Date

Caroline Arakelian, Superintendent of Schools

Printed Name - Superintendent / Head of School

Appendix A: ARPA Statutory Excerpt

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(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

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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;

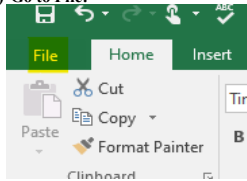
(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;

(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

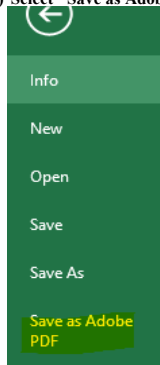
(iv) Be made publicly available on the LEA's website.

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

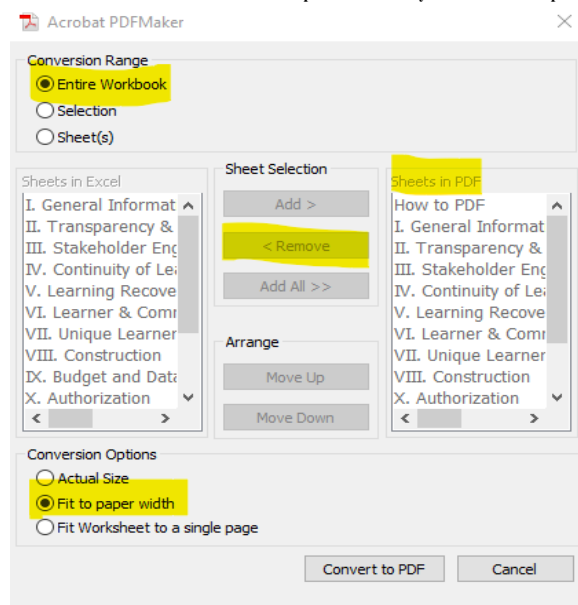
1) Go to File:



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)