

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 2/23/2022.

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

This mandatory template is intended to collect all federally required information from an LEA in a convenient format and to assist LEAs in meeting the federal requirement that, an LEA shall publish an LEA ARP ESSER Plan, which is often called a "school district use of funds plan." See the Department of Education's most current guidance posted here: <https://omb.report/ocr/202201-1810-002/doc/117519100>.

For further context, please reference ARPA (<https://www.congress.gov/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: | Milford | → Cell C18 Must be Input for Formulas to Populate Correctly |
| 2) District ID Number: | 357 | → Autopopulates upon Selection |
| 3) SAU Number: | 40 | → Autopopulates upon Selection |
| 4) Date of Publication: | March 8, 2022 | |
| 5) Approver Name -
(Superintendent / Head of School): | Christi Michaud | |
| 6) Email & Telephone: | christi.michaud@milfordk12.org & 603.673.2202 | |

II. Transparency and Accessibility

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

Yes - Description Required

Description:

<https://www.milfordk12.org/apps/pages/Reopening-of-Schools-2020-21>

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

Yes - Description Required

Description:

Yes, the plan is available in a PDF format on our SAU#40 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:

Yes, the plan is posted the SAU#40 website which allow for translation into a variety of languages. If parents/guardians or community members have questions regarding the plan, they may reach out to building level administration or the SAU office. The Dept. of Student Support Services including Special Education and ESOL may assist as well.

- 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:

Yes, the plan may be accessed from the District website or requested from the SAU office in an alternative format to meet individual needs.

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 Milford School District held a Public Hearing for the acceptance of ESSER III funds where stakeholders had an opportunity to provide input in the development of the Milford School District's plan for the use of the ARP ESSER funds. The meeting was held on February 7, 2022, Minutes - file:///msd-fs01/District%20Admin/donna.magoon/Other/DraftMinutesFebruary72022-REV.2.pdf . The agenda was posted in two newspapers, The Milford Cabinet and The Nashua Telegraph, as well as posted in all 6 school buildings (Milford High School, Milford Middle School, Heron Pond Elementary, Jacques Memorial School, Project Drive, and Milford Office of Special Services), the Milford Town Hall, inside the SAU office, and at the main entrance of the SAU office. We also send emails out to families regarding the school board meeting and items to be discussed. In addition to: During the months of February and March; the Milford School District solicited input from staff, families, the community/business partners, and students. We received roughly 99 individuals from these stakeholder groups. This survey was a way to solicit input for the use of ESSER III funds. There were six (6) questions. Survey Responses: https://docs.google.com/presentation/d/1mffn76_3iQyIy5MIEoQmLHWR5rSq-9bSCBG-hDC2brk/edit?usp=sharing The information provided by the public was reviewed and considered as the preliminary plans about the use of the ESSER III money evolves. Surveys are distributed community wide and posted on the District webpage and Facebook page for ease of access.

- 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 Milford School Districts Admin team met to go over the survey results, as well as information we received at meeting and through email and discussed how to move forward taking into account input we received from our stakeholders.

- 3) How the LEA engaged in meaningful consultation with specific stakeholders, including, but not limited to:
a. Students (please choose one):

Somewhat - Description Required

1) Description:

Survey data collection, school board public comment, and Public Hearing for acceptance of Funds. We also have a student representative that meets with us to discuss student input and she also reports back to students.

i) Number of total responses: There were 15 student responses received.

ii) Uses consulted on: There were 8 uses consulted on with top priorities being identified as 1) Hire academic intervention/remedial staff 2) Invest in innovative best practices 3) Ensure students receive high quality instructional materials.

iii) Description of feedback received: You can find all feedback received on the website:

https://docs.google.com/presentation/d/1mffn76_3iQyIy5MIEoQmLHWR5rSq-9bSCBG-hDC2brk/edit#slide=id.gc6f75fceb_0_0

Please indicate how consultation was:

2) Inclusive: We sent the information out through different forms of media.

3) Widely advertised and available: We advertised through multiple news media (newspapers, Facebook, email, webpage) as well as advertised in our school buildings.

4) Ongoing: We plan to continue having conversations with our stakeholders, sending out another survey, meeting with staff, and board meeting discussions.

- b. Families (please choose one):

Yes - Description Required

1) Description:

Survey data collection, school board public comment, and Public Hearing for acceptance of Funds.

i) Number of total responses: There were 53 responses from families received.

ii) Uses consulted on: There were 8 uses consulted on with top priorities being identified as 1) Hire academic intervention/remedial staff 2) Invest in innovative best practices 3) Ensure students receive high quality instructional materials.

iii) Description of feedback received: You can find all feedback received on the website:

https://docs.google.com/presentation/d/1mffn76_3iQyIy5MIEoQmLHWR5rSq-9bSCBG-hDC2brk/edit#slide=id.gc6f75fceb_0_0

Please indicate how consultation was:

2) Inclusive: We sent the information out through different forms of media.

3) Widely advertised and available: We advertised through multiple news media (newspapers, Facebook, email, webpage) as well as advertised in our school buildings.

4) Ongoing: We plan to continue having conversations with our stakeholders, sending out another survey, meeting with staff, and board meeting discussions.

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

Yes - Description Required

1) Description:

The Milford School District has monthly meeting with all administrators. We also sent the survey out to the entire admin staff. The admin staff also received a form to complete for ESSER III Request for items they or a staff member in their building is requesting.

i) Number of total responses: There were 20 responses received from the school and district administrators.

ii) Uses consulted on: Monthly meeting, survey, ESSER III Request Form, they also receive the emails that are sent to staff and families.

iii) Description of feedback received: These meeting are helpful to see what the needs are for all building and to share cost.

Please indicate how consultation was:

2) Inclusive: We invited all administrators to attend.

3) Widely advertised and available: They are invited to attend all events and receive information via school email and the same way as staff and families, we also do google invites.

4) Ongoing: We have planned monthly meeting with administrators going forward.

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

Yes - Description Required

1) Description:

Survey data collection, school board public comment, and Public Hearing for acceptance of Funds. We also have a ESSER III Request form staff can complete.

i) Number of total responses: There were 48 responses received from teachers, principles, school leaders and other educators.

ii) Uses consulted on: There were 8 uses consulted on with top priorities being identified as 1) Hire academic intervention/remedial staff 2) Invest in innovative best practices 3) Ensure students receive high quality instructional materials.

iii) Description of feedback received: Monthly staff meeting, survey, ESSER III Request Form, they also receive the emails that are sent to staff and families. You can find all feedback received on the website: https://docs.google.com/presentation/d/1mffn76_3iQyIy5MIEoQmLHWR5rSq-9bSCBG-hDC2brk/edit#slide=id.gc6f75fceb_0_0

Please indicate how consultation was:

2) Inclusive: We sent the information out through different forms of media.

3) Widely advertised and available: Monthly staff meeting, survey, ESSER III Request Form, they also receive the emails that are sent to staff and families.

4) Ongoing: We plan to continue having conversations with our stakeholders, sending out another survey, meeting with staff, and board meeting discussions.

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

No

1) Description:

N/A

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):

No

1) Description:

N/A

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:

Yes, survey data collection, School Board public comment, public hearings for acceptance of funds.

i) Number of total responses: Unknown how many responses were received specifically for stakeholders.

ii) Uses consulted on: There were 8 uses consulted on with top priorities being identified as 1) Hire academic intervention/remedial staff 2) Invest in innovative best practices 3) Ensure students receive high quality instructional materials.

iii) Description of feedback received: You can find all feedback received on the website:

https://docs.google.com/presentation/d/1mffn76_3iQyIy5MIEoQmLHWR5rSq-9bSCBG-hDC2brk/edit#slide=id.gc6f75fceb_0_0

Please indicate how consultation was:

2) Inclusive: We sent the information out through different forms of media.

3) Widely advertised and available: Monthly staff meeting, survey, ESSER III Request Form, they also receive the emails that are sent to staff and families.

4) Ongoing: We plan to continue having conversations with our stakeholders, sending out another survey, meeting with staff, and board meeting discussions.

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

Yes - Description Required

1) Description:

Yes, survey data collection, School Board public comment, public hearings for acceptance of funds.

i) Number of total responses: There were 7 responses received from community based organizations.

ii) Uses consulted on: There were 8 uses consulted on with top priorities being identified as 1) Hire academic intervention/remedial staff 2) Invest in innovative best practices 3) Ensure students receive high quality instructional materials.

iii) Description of feedback received: You can find all feedback received on the website:

https://docs.google.com/presentation/d/1mffn76_3iQyIy5MIEoQmLHWR5rSq-9bSCBG-hDC2brk/edit#slide=id.gc6f75fceb_0_0

Please indicate how consultation was:

2) Inclusive: We sent the information out through different forms of media.

3) Widely advertised and available: We advertised through multiple news media (newspapers, Facebook, email, webpage) as well as advertised in our school buildings.

4) Ongoing: We plan to continue having conversations with our stakeholders, sending out another survey, meeting with staff, and board meeting discussions.

- 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:

Yes, survey data collection, School Board public comment, public hearings for acceptance of funds.

i) Number of total responses: It is unknown how many responses were received specifically for early childhood education providers.

ii) Uses consulted on: There were 8 uses consulted on with top priorities being identified as 1) Hire academic intervention/remedial staff 2) Invest in innovative best practices 3) Ensure students receive high quality instructional materials.

iii) Description of feedback received: You can find all feedback received on the website:

https://docs.google.com/presentation/d/1mffn76_3iQyIy5MIeOqMLHWR5rSq-9bSCBG-hDC2brk/edit#slide=id.gc6f75fceb_0_0

Please indicate how consultation was:

2) Inclusive: We sent the information out through different forms of media.

3) Widely advertised and available: We advertised through multiple news media (newspapers, Facebook, email, webpage) as well as advertised in our school buildings.

4) Ongoing: We plan to continue having conversations with our stakeholders, sending out another survey, meeting with staff, and board meeting discussions.

IV. Supporting the Continuous and Safe Operation of In-Person Learning

- 1) The extent to which and how LEA ARP ESSER 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

Note: Federal regulation on this plan requires such reporting, but does not require adoption of CDC safety recommendations. The NH DOE recognizes schools will implement localized safety measures based on the guidance provided by the CDC, NH Public Health, and local public health officials.

Description During SY 2021-2022:

This link will bring you to Milford Return to Learning Plan. This plan is where you will find the Milford School Board Return to Learning safety protocols. They were first approved on August 17, 2021 and review and approved again on February 7, 2022 and again on March 7, 2022. The Milford School District follows the COVID guidelines provided by the State of New Hampshire. <https://www.milfordk12.org/apps/pages/Reopening-of-Schools-2020-21>

V. Addressing the Academic Impact of Lost Instructional Time (At least 20 percent of an LEA's Allocation)

- 1) How the LEA will identify individual student learning loss, including among students most likely to have experienced the impact of lost instructional time on student learning, such as:
- Students who did not consistently participate in remote instruction when offered during school building closures;
 - Students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and
 - Students most at-risk of dropping out of school.

Description During SY 2021-2022:

The district will use a variety of data sources, including results of district and state assessments, as well as grading, enrollment and attendance records, to make these determinations. We will pay special attention to those students who are vulnerable, as described in a-c above. Identifying, addressing and monitoring student learning loss, progress, and growth
Fall benchmarking (NWEA, early literacy screeners), teacher and parent communication, Spring NHSAS partnering with families, providing resources, and involvement in supporting student learning communication, parent learning academies, before and after school programs/late bus transportation. (through ESSER Funding)

- 2) How the LEA will use the funds it reserves to address the academic impact of lost instructional time through:

Description During SY 2021-2022:

The district will use a variety of data sources, including results of district and state assessments, as well as grading, enrollment and attendance records, to make these determinations. We will pay special attention to those students who are vulnerable, as described in a-c above. Identifying, addressing and monitoring student learning loss, progress, and growth
Fall benchmarking (NWEA, early literacy screeners), teacher and parent communication, Spring NHSAS partnering with families, providing resources, and involvement in supporting student learning communication, parent learning academies, before and after school programs/late bus transportation. (through ESSER Funding)

Description During SY 2022-2023:

The district will use a variety of data sources, including results of district and state assessments, as well as grading, enrollment and attendance records, to make these determinations. We will pay special attention to those students who are vulnerable, as described in a-c above. Identifying, addressing and monitoring student learning loss, progress, and growth
Fall benchmarking (NWEA, early literacy screeners), teacher and parent communication, Spring NHSAS partnering with families, providing resources, and involvement in supporting student learning communication, parent learning academies, before and after school programs/late bus transportation. (through ESSER Funding)

Description During SY 2023-2024:

The district will use a variety of data sources, including results of district and state assessments, as well as grading, enrollment and attendance records, to make these determinations. We will pay special attention to those students who are vulnerable, as described in a-c above. Identifying, addressing and monitoring student learning loss, progress, and growth
Fall benchmarking (NWEA, early literacy screeners), teacher and parent communication, Spring NHSAS partnering with families, providing resources, and involvement in supporting student learning communication, parent learning academies, before and after school programs/late bus transportation. (through ESSER Funding)

- 3) How the LEA will use the funds it reserves to address the academic impact of lost instructional time through:

- a. Individualized tutoring, including providing stipends to teachers for intensive, supplemental tutoring (please choose one):

Yes - Description Required

Description:

We are offering in and out of classroom support (claiming and planning center) Offering before and after school program with late bus transportation (through ESSER Grant) Student Support Team (SST) - this is done through teacher referrals, meeting to determine/develop additional supports for struggling and resistant learners. Homework Club with NH Scholars as tutors. Staff will review courses and school-wide data to identify cohorts or areas that need additional support. We will be adding a Teacher in the Academic Support Center (TASC). Summer programs to assist students with learning loss and social and emotional well being. The elementary and middle schools will conduct before and/or after-school programs and tutoring services. Daytime intervention time (WIN, Titan Time, and TASC Block) will be built into school specific schedules to address student learning needs above the core instructional day. Community-based after-school programs will also support student learning (Boys and Girls Club, Hampshire Hills, etc..) We will evaluate student data and the results of this work on an ongoing basis to determine the needs in the next several years.

- b. Teacher-directed professional development, in which teachers choose the professional development opportunities best suited to their career pathway and current learner needs (please choose one):

Yes - Description Required

Description:

Educators will participate in annual needs assessment, goal setting, and engagement in teacher-directly professional learning using funds allocation through collective bargaining and ESSER III. We will be offering professional learning opportunities for teachers which will allow for them to select experiences which are tied to their job responsibilities and learner needs. Teachers can also sign up for professional learning outside of the district sponsored PD.

4) How the LEA will produce evidence of the effectiveness of evidence-based learning loss interventions employed:

Description:

Progress monitoring data, student achievement data through local and state level assessment tools, and early literacy/numeracy screeners. The staff at the Milford School District will use student assessments, local and state, to determine outcomes of interventions. Ongoing progress monitoring, including the use of formative assessments in literacy and math, will be implemented and analyzed across the school years to determine effectiveness and plan for future intervention needs.

VI. Addressing Learner and Community Needs (Up to 80 percent of an LEA's Allocation)

- 1) After accounting for the funds reserved under section 2001(e)(1) of the ARP Act, how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act (See Appendix A):

Description During SY 2021-2022:

Funds will be used for hiring of part-time staff members full-time to assist with student support, including but not limited to SEL and behavioral needs, and Learning grapes. We will provide professional learning opportunities to support our staff and learning resources for our students will be purchased. We will also be providing transportation to and from out before and after school programs which will support academic and social and emotional wellbeing. Funds will be used to support authentic and meaningful family partnership activities. We will support our students in Career and Technical Education by providing funding for dual enrollment/concurrent enrollment courses/programs outside of the public school community. Funds will be used to support the purchase of appropriate PPE and other safety mitigations (example water bottle filling stations). The District has plans to hire a Multi-Tiered system support for Behavior and Well Being Coordinator, a Registered Behavior Technician, Technology Integrationist, 6-12 Literacy Coach, and bring part-time music and art teachers to full time status. The prioritized use of funds will be used to address health and safety, student learning and instructional resources, social-emotional and mental health needs, educator professional learning, and family engagement.

Description During SY 2022-2023:

The Milford School District plans for this year are tentative. We anticipate continuing to support our social/emotional supports and systems, summer programs, before and after school tutoring programs which include transportation, and professional learning for staff. We will continue to attend to the physical well-being of students and staff, as needed based on the virus conditions. The District has tentative plans to continue to fund the following positions: Registered Behavior Technician (RBT), Technology Integration, Gr. 6-12 Literacy and Reading Coach, and the Art and Music positions at the elementary school. The prioritized use of funds will be used to address health and safety, student learning and instructional resources, social-emotional and mental health needs, educator professional learning, and family engagement.

Description During SY 2023-2024:

The Milford School District plans for this year are tentative. We anticipate continuing to support our social/emotional supports and systems, summer programs, before and after school tutoring programs which include transportation, and professional learning for staff. We will continue to attend to the physical well-being of students and staff, as needed based on the virus conditions. The District has tentative plans to continue to fund the following positions: Registered Behavior Technician (RBT), Technology Integration, Gr. 6-12 Literacy and Reading Coach, and the Art and Music positions at the elementary school. The prioritized use of funds will be used to address health and safety, student learning and instructional resources, social-emotional and mental health needs, educator professional learning, and family engagement.

- 2) After accounting for the funds reserved under section 2001(e)(1) of the ARP Act, how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act (See Appendix A):

- a. Providing individualized instruction:

During SY 2021-2022 (select one): **Yes - Description Required**

During SY 2022-2023 (select one): **Yes - Description Required**

During SY 2023-2024 (select one): **Yes - Description Required**

Description of all SYs - 2021 to 2024:

Individualized instruction and support by teachers and tutors over and above the core grade level/course through Elementary What I Need (WIN), Middle School Titan Time, High School TASC Block. Targeted skills will be identified through local and state assessment data. Before and after-school, as well as summer programs to assist students with learning loss and social and emotional well being.

- b. Addressing educator fatigue, including providing performance-based bonuses to teachers

During SY 2021-2022 (select one): **Yes - Description Required**

During SY 2022-2023 (select one): **Yes - Description Required**

During SY 2023-2024 (select one): **Yes - Description Required**

Description of all SYs - 2021 to 2024:

Yes, the Milford School District will be supporting educators and reducing stress through J.Wortman - "Staying Sane or Saner in the new year", J. Casas Book "Culturize" Book and the J. Casas will be coming to speak with our staff. Teacher selected PD, mentoring and Coaching for teachers, New and updated technology, we have hired additional staff to lighten the course load and provide support to teachers & staff.

c. Improving family engagement:

During SY 2021-2022 (select one): **Yes - Description Required**

During SY 2022-2023 (select one): **Yes - Description Required**

During SY 2023-2024 (select one): **Yes - Description Required**

Description of all SYs - 2021 to 2024:

The Milford School District will improve family engagement through partnering with families, providing resources, and increasing involvement and supporting for student learning. Increased levels of communication, parent learning academies, before and after school programs/late bus transportation. We will also provide professional development/workshops to families.

3) The LEA's use of funds to address the following additional needs identified in the New Hampshire Department of Education's robust, statewide consultation with stakeholders:

a. What amount and percentage of the LEA's total allocation will be administered under school leader discretion

Amount: Full Allocation

Percentage: 100%

Description of allocation methodology including the extent to which it reflected student need for, at minimum, Special Education, Free and Reduced-Price Lunch, and English Language Learners:

Equitable distribution and allocation based upon assessment of need, analysis of local assessment, and plan evaluation data.

b. What amount and percentage of the LEA's total allocation will be used to support Career and Technical Education

Amount: 300,000

Percentage: 10%

Description, including funds used to support learner obtainment of industry-recognized credentials:

National certification and licensing cost supported through ESSER funds for Video, Engineering, and Graphic Arts.

Supporting ATC teachers in securing resources, grant activity data collection, supporting quote development, etc.

Before, After, and Summer School clubs and programs for ATC interest at middle and high school levels

Hire part-time work-based opportunity/internship professionals to support student placement in community based work.

c. The extent to which funds will be used to provide access to course access opportunities, including advanced, elective, and remedial courses provided outside of the residential public school that a learner could not otherwise access

During SYs 2021-2024 (select one): **Yes - Description Required**

Description of all SYs - 2021 to 2024:

ESSER funds will be used to pay the student/family portion of costs for dual enrollment/concurrent enrollment courses/programs outside of the public school in community colleges, vacation week and summer camps, etc.

VII. Addressing the Unique Needs of All Learners

- 1) How the LEA will ensure that the interventions it implements 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.

Description:

The district will use data, including progress monitoring data, academic assessment, attendance, course enrollment, grades, discipline records, and social/emotional screeners to ensure that interventions respond to the needs of all students, in-particular those students who are most significantly impacted by COVID. These discussions will also be part of the SST and MTSS-B programs.

VIII. Addressing Unique Renovation, Air Quality and/or Construction Needs

- 1) If the LEA plans to use or has used any portion of ARP ESSER funds for construction projects, describe those projects below. Each project should be addressed separately. If needed, LEAs may submit additional supporting information. Please insert "N/A" if this category is not applicable to your plan. Please also note that these projects are subject to the NHDOE's prior conceptual and final approval:
[ESSER Funded Construction.](#)

Description:

The Milford School District is currently looking at replacing 5 failing rooftop unity (RTU's). We have received first approval, now we are gathering the information needed to submit to the DOE/ESSER

X. Authorization

**Please print and sign this page. Return a signed version with your completed packet to: ESSEB@doe.nh.gov*

Christi Michaud

Approver Signature - Superintendent / Head of School

Date 03/08/2022

Christi Michaud - Superintendent

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

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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.