

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: Milton → Cell C18 Must be Input for Formulas to i
- 2) District ID Number: 359 → Autopopulates upon Selection
- 3) SAU Number: 64 → Autopopulates upon Selection
- 4) Date of Publication: 1/3/2023
- 5) Approver Name - (Superintendent / Head of School): Adam Houghton
- 6) Email & Telephone: adam.houghton@sau64.org 603-652-0262

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.sau64.org

Not only did we use the format provided by the DOE, but we additionally made a spreadsheet when we presented to the board. This is then published on Social Media, recorded, available in the board packet and online.

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

Yes - Description Required

Description:

An easy to read format/spreadsheet was presented at board meetings and available online.

- 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:

Although we have a low ESOL population, we would orally translate to anyone who needed it.

- 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:

We would provide the spreadsheet and set up a meeting to answer any further questions.

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:

Somewhat - Description Required

Description:

August 1, 2021 we sent a survey out to families asking for feedback and support from families. If families did not respond they were called to get feedback.

- 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):

Somewhat - Description Required

Description:

Multiple surveys went out throughout the process to discuss parent concerns, requests and needs. Parents/guardians also went/called into school board meetings. Surveys will continue to be collected with opportunities for open feedback. On May 13, the District held a school board meeting and public hearing to notify the district of funding opportunities and the intent to use the money to support families. Surveys were sent home to determine needs and to help support families in this process. Another survey will be sent home to determine additional technology needs.

- 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:

In addition to regularly soliciting student feedback. We used a survey to gather data or ask students what's happening to them personally and how we can support their learning. Many students did not have internet or computers to use. Additionally, they mentioned remote learning difficult and they felt behind in their academics. We focused on getting students 1 to 1 devices and academic support.

i) Number of total responses: 241

ii) Uses consulted on: Students had little opportunity to use the internet or computers at home. We took that feedback to become a 1 to 1 school.

iii) Description of feedback received: Academic support, computers

Please indicate how consultation was:

2) Inclusive: We used both online surveys and soliciting feedback through calling homes and asking students while online in classes.

3) Widely advertised and available: Blackboard connect and school board meetings.

4) Ongoing: For the 21-22SY School Board Meetings had grants/covid on their weekly agenda. This allows for feedback to be done bi-weekly.

- b. Families (please choose one):

Somewhat - Description Required

1) Description:

On May 13, the District held a school board meeting and public hearing to notify the district of funding opportunities and the intent to use the money to support families. Surveys were sent home to determine needs and to help support families in this process. Another survey will be sent home to determine additional technology needs. On October 12, 2021 another survey was sent for feedback on supports, needs, culture and climate.

i) Number of total responses: 167

ii) Uses consulted on: Additional supports for students since their interpersonal skills have decreased during the pandemic. We contracted with a social worker already but they requested a social worker available full time. Families and Community have requested an increase in rigor and support for student academics. We used the funds to get a full time Curriculum Coordinator.

iii) Description of feedback received: Academic Supports and opportunities

Please indicate how consultation was:

2) Inclusive: We used both online surveys and soliciting feedback through calling homes and asking students while online in classes.

3) Widely advertised and available: Surveys were sent out through "blackboard" which emails it out to all families in the district. It also texts and calls letting them know it is available. It was also posted on social media.

4) Ongoing: School Board Meetings have grants/covid on their weekly agenda. This allows for feedback to be done bi-weekly.

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

Somewhat - Description Required

1) Description:

School board meetings and leadership team meetings. Meeting minutes of the school board meetings with descriptions of discussions

i) Number of total responses: unknown

ii) Uses consulted on: whether building needs or academic were the priority. Retaining staff has been an issue as a nation so how can we compete at this time?

iii) Description of feedback received: Additional supports for students. Keeping the school building clean and safe for student return. Technology needs.

Please indicate how consultation was:

2) Inclusive: Administrative meetings were monthly, additionally we offered email and team meetings.

3) Widely advertised and available: yes, online, posted minutes and public comments twice at each meeting

4) Ongoing: on the agenda monthly for discussion

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

Yes - Description Required

1) Description:

A survey was sent to teachers on Nov 1, 2021 and October 26, 2021

i) Number of total responses: 16

ii) Uses consulted on: Teachers: teachers requested an after school program where they can offer support to students who are behind based on COVID- others felt they needed furniture that would be more conducive to social distancing upon the return to school. Union: The Union requested stipends for teachers who were taking on extra classes/load.

iii) Description of feedback received: Money and sustaining staff is a major factor. Staff want to stay but can make \$20,000 the next town over, what is the incentive

Please indicate how consultation was:

2) Inclusive: electronic and in person feedback was collected

3) Widely advertised and available: it was sent out on our school email platform and discussed at staff meetings.

4) Ongoing: leadership team meetings work in conjunction with PLC meetings

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

- Please Select -

1) Description:

na

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):

Somewhat - Description Required

1) Description:

We consulted on a number of occasions with disability rights organizations. The special education coordinator called, emailed and had zoom meetings. They discussed not only our concerns as a district but what the trends are throughout the state and how to best support our students.

i) Number of total responses: 5

ii) Uses consulted on: Providing services in unique ways, how to support students with IEPs in addition to their IEPs for learning loss and not just their goals.

iii) Description of feedback received: Service providers needed a bigger/more personal space to work with students initially for social distancing. Tutoring and after school support was a priority need.

Please indicate how consultation was:

2) Inclusive: Zoom meetings allowed people from anywhere to participate. If they didn't want to speak they could use the chat box or follow up with an email.

3) Widely advertised and available: The state wide zoom meetings were advertised through email to the coordinators often.

4) Ongoing: The meets were monthly and have gone down to quarterly.

- 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):

Somewhat - Description Required

1) Description:

Regular IEP meetings with the students teams. There are also regular student concern meetings with teachers and guidance.

i) Number of total responses: unknown

ii) Uses consulted on: how to support students from failing now that they already have a disability but not learning loss.

iii) Description of feedback received: additional supports for students who are falling behind.

Please indicate how consultation was:

2) Inclusive: In-person and zoom meetings were offered. The meeting notices were set out after a consultation with the family to target the day and time that was preferred.

3) Widely advertised and available: phone calls and emails

4) Ongoing: Meetings occur often, student concern meetings with teachers occur once a week to discuss the needs of the students.

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

Yes - Description Required

1) Description:

We have a preschool and kindergarten program. Additionally there is communication among the school and daycares. We sent home a survey after meeting with boys and girls club requesting the needs in the district

i) Number of total responses: 49

ii) Uses consulted on: The daycare felt they were getting what they needed at the time but would like to increase feedback among the elementary school and themselves for activities and academics. The other request support with food during the pandemic but hasn't had any needs since.

iii) Description of feedback received: Would like increased communication between school and daycare.

Please indicate how consultation was:

2) Inclusive: included both school and daycare both in-person and email meetings

3) Widely advertised and available: NA- individually talked to the daycares since there are only 2.

4) Ongoing: Yes

- 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):

Somewhat - Description Required

1) Description:

We consult with NECC our partner program, as well as our preschool that is attached to the school. We have a continued relationship with the local daycare. Additionally, our special education secretary meets with them regularly to discuss needs.

i) Number of total responses: 0- it was more of a meeting/contract review

ii) Uses consulted on: Additional needs for gloves, materials in order to not share and a way to social distance, dividers to allow small groups to work near each other

iii) Description of feedback received: Would like increased communication between school and daycare.

Please indicate how consultation was:

2) Inclusive: included both school and daycare

3) Widely advertised and available: NA

4) Ongoing: Yes

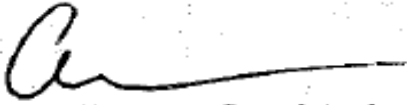
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Section 1: General Information										Section 2: Financial Summary			
Item	Description	Quantity	Unit Price	Total Price	Tax	Net Total	Discount	Final Total	Payment Terms	Invoice No.	Amount	Balance	
1	Item 1	10	100	1000	100	1100	0	1100	Net 30	INV-001	1100	0	
2	Item 2	5	200	1000	100	1100	0	1100	Net 30	INV-002	1100	0	
Total										2200	200	2400	0

X. Authorization

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

ESSER@doe.nh.gov

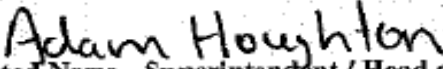


Approver Signature - Superintendent / Head of School

Date

6/27/2023

Adam Houghton



Printed Name - Superintendent / Head of School

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.