

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

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

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

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

For further context, please reference ARPA (<https://www.congress.gov/bill/117th-congress/house-bill/1319/text>) or the Interim Final Requirements of ARP ESSER in which the U.S. Department of Education established these requirements (<https://www.govinfo.gov/content/pkg/FR-2021-04-22/pdf/2021-08359.pdf>).

I. General Information

- 1) School District / Charter School Name: Winchester → Cell C18 Must be Input for Formulas to
- 2) District ID Number: 573 → Autopopulates upon Selection
- 3) SAU Number: 94 → Autopopulates upon Selection
- 4) Date of Publication: 1/11/2023
- 5) Approver Name - (Superintendent / Head of School): Dr. Lynn Carey
- 6) Email & Telephone: lcarey@wnhsd.org - 1-603-239-8061

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.wnhsd.org/documents/esser-grant-information/esser/esser-iii/322573

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

Yes - Description Required

Description:

Our plan was presented in an Outline format using roman numerals, letters, and numbers to breakdown sections for each reading.

- 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):

- Please Select -

Description:

We have provided the document written in English only, but verbal or other method of translation was available upon request.

- 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 available as an electronic document or by paper.

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 ESSER Planning Committee is comprised of school board members, community member, parent, school adjustment counselor, teaching staff, director of facilities, business manager, and administrators. The team developed initial responses to template considerations and presented drafts for consideration at the School Board meeting, allowing for public comment.

- 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 ESSER Planning Committee deployed a feedback request survey on Facebook and the school website to collect feedback from parents, students, and community.

- 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:

Winchester SD consists of PreK - 8 enrollment. Students had an opportunity through class discussions with teachers or at home with parents regarding the use of funds. While students did not seem to be interested in taking the survey. They were engaged in classroom discussions.

- i) Number of total responses:* There were 0 responses received from the survey.
- ii) Uses consulted on:* Academics, social & emotional wellness, tutoring and technology.
- iii) Description of feedback received:* There was no feedback received.

Please indicate how consultation was:

2) Inclusive: The survey was open to all students, but none chose to fill out the survey directly.

3) Widely advertised and available: The survey was posted on webpage and Facebook for students to complete and submit.

4) Ongoing: A second survey was available by Facebook, school website, and opportunity to attend schoolboard meeting for input, no responses again. To promote ongoing input from students, we plan to continue with surveys that can be simplified and presented through classroom discussions and verbal surveys. This will promote a greater quantity of feedback and participation from students. We will continue to offer participation through the survey uploaded to both facebook and the school website, for students that wish to participate anonymously. We also encourage student participation in our ESSER Committee meetings, which are posted and held no less than once quarterly.

- b. Families (please choose one):

Yes - Description Required

1) Description:

Families have an opportunity to provide feedback in the use of funds through a survey, by attending school board meetings, by attending the ESSER Planning Committee meetings, and by direct feedback to school staff.

- i) Number of total responses:* There were 23 responses received.
- ii) Uses consulted on:* Helping with learning loss, school staff professional development opportunities, social/emotional support.
- iii) Description of feedback received:* Families were overly concerned about the students learning loss and emotional/social interaction loss.

Please indicate how consultation was:

2) Inclusive: Families were invited to provide feedback through scheduled meetings (dates were posted on school facebook page and school website) and surveys.

3) Widely advertised and available: Surveys were posted on Facebook and School website, Robocalls were made to all families about involvement, meetings were open to all.

4) Ongoing: Our Website has a link to ESSER documentation regarding regulations and charts and reports showing what funds have been spent on and what recommendations have been considered to date. We encourage parent & taxpayer participation in our ESSER Committee meetings, which are posted and held no less than once quarterly. We will continue to offer a survey to parent/taxpayer participation through our facebook page and school website, with an option to send the survey home also.

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

Yes - Description Required

1) Description:

Each week we have Administrative meetings, which include discussions about the use of the ESSER funds. We have to revisit the use of the funds due to the needs of the students and staff. The Admin team regularly discusses any current feedback to ensure everyone has a voice and that funds are being allocated wisely.

i) Number of total responses: There were 6 responses received.

ii) Uses consulted on: Learning Loss, Infrastructure updates/upgrades, teacher/staff fatigue, community service programs, technology needs.

iii) Description of feedback received: Feedback included a need for staff wellness due to having in-person instruction during the 20-21 school year when other districts were either on a modified hybrid schedule or continuing 100% distance learning. Other concerns included escalated behaviors of students who were negatively impacted by trauma due to school closure due to Covid. A need for a technology infrastructure upgrade was also uncovered due to the increased demand of one-to-one computers and online instructional programs to augment classroom learning. In addition, the ventilation systems in the school building were found to be needing upgrading.

Please indicate how consultation was:

2) Inclusive: Administration team had the opportunity to complete the survey and attend all meetings.

3) Widely advertised and available: Weekly meetings held with Admin team are on an ongoing basis.

4) Ongoing: Weekly meetings are attended by Admin team will continually revisit any current feedback for consideration and to present updates to school board. We continue to meet as an ESSER Planning Committee to identify and address needs, invite and inform the public, inform the School Board at public meetings, and make all information public.

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

Yes - Description Required

1) Description:

Teachers were given the opportunity to complete the online survey and to provide input regarding the use of ESSER funds through their staff meetings, by attending a schoolboard meeting, etc.

i) Number of total responses: There were 4 responses to the completed the survey.

ii) Uses consulted on: Student learning loss, social/emotional/behavior support, facilities updates, fatigue stipends.

iii) Description of feedback received: Most staff believe learning loss is the most critical area to be addressed. Support services for social/emotional/behavior problems due to being separated from school/friends for months. Other concerns were ensuring that the school air quality was at a safe level. A few recommended more professional development, showing appreciation through breakfast/lunch/paid days off, and a fatigue stipend.

Please indicate how consultation was:

2) Inclusive: Staff was included in the survey and asked to attend meetings to provide much needed feedback.

3) Widely advertised and available: All Staff were emailed about the survey and where to complete it and asked to attend meetings.

4) Ongoing: Staff are encouraged to come to the ESSER Planning Committee meetings, provide feedback at anytime, at meetings, through surveys. We continue to meet as an ESSER Planning Committee to identify and address needs, invite and inform the public, inform the School Board at public meetings, and make all information public.

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

No

1) Description:

There are no tribes affiliated with the school.

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:

Our district used the documentation provided by the State of NH regarding the Disability Rights Center - NH. This document was used to help determine the use of funds.

i) Number of total responses: There were 0 responses.

ii) Uses consulted on: Student learning loss, social/emotional/behavior support, facilities updates, fatigue stipends.

iii) Description of feedback received: Most staff believe learning loss is the most critical area to be addressed. Support services for social/emotional/behavior problems due to being separated from school/friends for months. Other concerns were ensuring that the school air quality was at a safe level. A few recommended more professional development, showing appreciation through breakfast/lunch/paid days off, and a fatigue stipend.

Please indicate how consultation was:

2) Inclusive: All were included.

3) Widely advertised and available: Posted to website and weekly meetings.

4) Ongoing: Posted to website and weekly meetings.

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:

Our Director of Student Services attends the weekly meetings and provides a great deal of input regarding students with special needs and the use of the funds to meet their needs.

i) Number of total responses: 1 + Other responses were directly to DSS.

ii) Uses consulted on: Student learning loss, emotional/behavior issues.

iii) Description of feedback received: Students that normally need constant support, have digressed a great when school was not in person and many are experiencing an even greater hardship with their emotional and social behavior and will need even more counseling and guidance.

Please indicate how consultation was:

2) Inclusive: Both the Director of Student Services and her staff are encouraged to provide feedback through surveys and meetings.

3) Widely advertised and available: All staff are included in surveys and encouraged to attend meetings to provide feedback.

4) Ongoing: The Special Education department has regular meetings to discuss students needs and what the ESSER funding can do to help reclude the learning loss and social/emotional loss by students. These meetings and feedback will continue.

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

Yes - Description Required

1) Description:

The community was given the chance to complete the survey. The community had an opportunity to provide feedback in the use of funds through a survey, by attending school board meetings, by attending the ESSER Planning Committee meetings, and by direct feedback to school staff.

i) Number of total responses: There were 6 responses to the survey.

ii) Uses consulted on: Student learning loss, facilities update/upgrading, and community programs.

iii) Description of feedback received: Most did not provide any feedback, but one noted that more school plays/concerts should be offered.

Please indicate how consultation was:

2) Inclusive: The community was given a chance to complete the survey using Facebook or the school website link, and attend meetings.

3) Widely advertised and available: Survey provided on Facebook and school website or request were made a schoolboard meetings for feedback to be given.

4) Ongoing: We continue to meet as an ESSER Planning Committee to identify and address needs, invite and inform the public, inform the School Board at public meetings, and make all information public.

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:

Our Preschool teachers have engaged in conversations regarding the use of funds. They also discuss student needs with families of their students.

i) Number of total responses: Unknown for this stakeholder group.

ii) Uses consulted on: Programs to help with social/emotional/behavior skills, literacy programs.

iii) Description of feedback received: Same as above, they are concerned about Social/Emotional/Behavior issues and learning loss, due to not being in person.

Please indicate how consultation was:

2) Inclusive: The Preschool teachers and families were invited to complete the survey and attend meetings.

3) Widely advertised and available: Survey was provided on Facebook, school website, and meetings were held that offered a change to provide feedback.

4) Ongoing: We continue to meet as an ESSER Planning Committee to identify and address needs, invite and inform the public, inform the School Board at public meetings, and make all information public. We continue to welcome feedback and discuss how the use of ESSER funds can meet the Preschoolers

Table 1: Summary of Key Findings									
Area	Findings	Implications	Recommendations	Priority	Timeline	Responsible Party	Status	Next Steps	Review Date
1	Key finding 1	Implication 1	Recommendation 1	High	Q3 2023	Team A	Completed	Final report	Q4 2023
2	Key finding 2	Implication 2	Recommendation 2	Medium	Q4 2023	Team B	In Progress	Interim report	Q1 2024
3	Key finding 3	Implication 3	Recommendation 3	Low	Q1 2024	Team C	Not Started	Initial assessment	Q2 2024

X. Authorization

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

ESSER@doe.nh.gov

Lynn Carey, Ed. D.

Approver Signature - Superintendent / Head of School

Date

1/12/2023

Dr. Lynn Carey

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

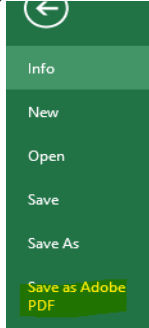
(iv) Be made publicly available on the LEA's website.

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

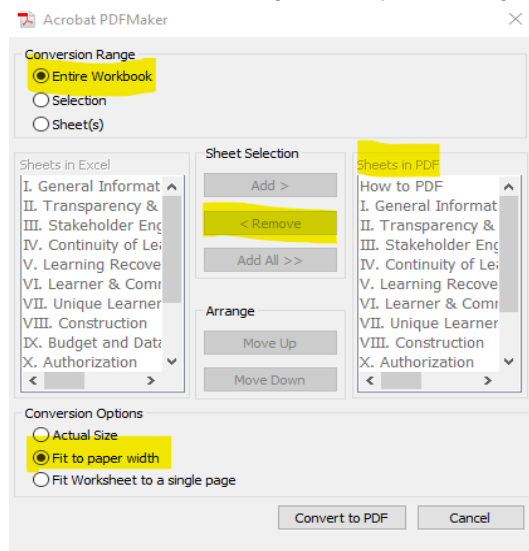
1) Go to File:



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)