

# SAU 94: Winchester School

## ARP ESSER Use of Funds Plan

Winchester School ARP ESSER Plan: "A Plan for the LEA's use of ARP ESSER Funds"

I. General Information:

1. LEA Name: Winchester School District
2. Date of Publication: August 23, 2021
3. Contact Name and Title: Valerie Carey, Principal
4. Email and Telephone: [v.carey@wnhsd.org](mailto:v.carey@wnhsd.org) (603) 903-9039

II. Transparency and Accountability:

1. The plan for the LEA's Use of ARP ESSER funds was published and made publicly available online at the following specific web address:  
<https://www.wnhsd.org/browse/247126>  
The plan is posted to the district website, and the district Facebook page.
2. The plan is in an understandable and uniform format: YES
3. The plan, to the extent practicable, is written in a language that parents can understand or, if not practicable to provide written translation to a parent with limited English proficiency, orally translated. YES
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. YES

III. Stakeholder Engagement:

1. How the LEA will provide the public the opportunity to provide input in the development of the LEA's plan for the use of ARP ESSER funds and take such input into account. Description: The Reopening committee is comprised of a school board member, a community member, apparent, a school adjustment counselor, teaching staff, director of facilities, business manager, and administrator. The team developed initial responses to template considerations and presented drafts for consideration at the School Board meeting, allowing for public comment. The reopening committee deployed a feedback survey on Facebook and the school website to collect feedback from parents, students, and community.
2. How the LEA engaged in meaningful consultation with specific stakeholders, including but not limited to:
  - a) Students: Somewhat
  - b) Families: Yes
  - c) School and district administrators, including special education administrators. YES
  - d) Teachers, principals, school leaders, other educators, school staff, and their unions: YES
  - e) Tribes, if applicable: N/A
  - f) Civil Rights Organizations, including disability rights organization.  
No, will work to identify contacts
  - g) Stakeholders representing the interests of children with disabilities, English language, children experiencing homelessness,

children and youth in foster care, migratory students, children who are incarcerated, and other underserved students: YES

h) Community-based organizations including partnerships to promote access to before and after-school programming. 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. YES

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 SY21-22: The district will use ARP ESSER funds to supplement typical cleaning supplies as a result of enhanced cleaning in the pandemic. The district will use funds to support needs for additional or different furniture to manage spacing and distancing needs in classrooms and instructional spaces.

V. Addressing the Academic Impact of Lost Instructional Time (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:
  - a) Students who did not consistently participate in remote instruction when offered during building closures;
  - b) Students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and
  - c) Students most at-risk for dropping out

Description during SY21-22: The district will conduct fall assessments for Fountas and Pinnell Benchmark Assessment System, Aimsweb+, and Georgia Numeracy Project. The Student Intervention Team will review attendance records and teacher observations from the prior year. Kindergarteners and First graders will be assessed with PALS and select first grade students with skill deficits will be assessed with the Observation Survey for Early Literacy. Grade Level Teams, and the Student Intervention Team and the Data and Assessment Coordinator will analyze results.

2. How the LEA will use funds it reserves under section 2001(e) (1) of the ARP Act (totaling not less than 20 percent of the LEA's allocation of ARP ESSER funds) to address the academic impact of lost instructional time for such students through the implementation of evidence-based interventions as defined by ESSA, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year:

Description during SY21-22: The district will offer after school options for learning and enrichment including programs like Girls on the Run, student leadership, wellness and mindfulness, special interest club (ie: cooking, crafts, gardening), content area clubs (Math, Writing, etc.). The district will also offer tutoring and individual reading support. During the school day, the district will provide Reading interventions such as Reading Recovery and Read Naturally. The district will seek to employ math and literacy coaches to support small instruction groups for grade levels with the most demonstrated need. Those coaches will assist the instructional teams with direct instruction, intensive interventions, and will assist all grade with curricular evaluation and design for maximized differentiation and scaffolding of necessary skills. ESSER Funds will be used to fund coach positions, materials and subscriptions for interventions, and additional manipulatives to differentiate mathematics instruction. ESSER Funds will be used to provide compensation to club leaders and tutors, and potentially to provide limited transportation options.

Description during SY22-23: The district will offer a variety of summer and extended school year options, both remedial and enrichment. The district will offer after school options for learning and enrichment including programs like Girls on the Run, student leadership, wellness and mindfulness, special interest club (ie: cooking, crafts, gardening), content area clubs (Math, Writing, etc.). The district will also offer tutoring and individual reading support. During the school day, the district will provide Reading interventions such as Reading Recovery and Read Naturally. The district will employ math and literacy coaches to support small instruction groups for grade levels with the most demonstrated need. Those coaches will assist the instructional teams with direct instruction, intensive interventions, and will assist all grade with curricular evaluation and design for maximized differentiation and scaffolding of necessary skills. ESSER Funds will be used to fund coach positions, Reading Recovery Teacher, materials and subscriptions for interventions, and additional manipulatives to differentiate mathematics instruction. ESSER Funds will be used to provide compensation to club leaders and tutors, and potentially to provide limited transportation options.

Description during SY23-24: The district will offer a variety of summer and extended school year options, both remedial and enrichment. The district will offer after school options for learning and enrichment including programs like Girls on the Run,

student leadership, wellness and mindfulness, special interest club (ie: cooking, crafts, gardening), content area clubs (Math, Writing, etc.). The district will also offer tutoring and individual reading support. During the school day, the district will provide Reading interventions such as Reading Recovery and Read Naturally. The district will employ math and literacy coaches to support small instruction groups for grade levels with the most demonstrated need. Those coaches will assist the instructional teams with direct instruction, intensive interventions, and will assist all grade with curricular evaluation and design for maximized differentiation and scaffolding of necessary skills. ESSER Funds will be used to fund coach positions, Reading Recovery Teacher, materials and subscriptions for interventions, and additional manipulatives to differentiate mathematics instruction. ESSER Funds will be used to provide compensation to club leaders and tutors, and potentially to provide limited transportation options.

3. How the LEA will use funds it reserves to address the impact of lost instructional time through:
  - a) Individualized tutoring including providing stipends to teachers for intensive, supplemental tutoring: YES

Description: the district will engage with teachers, specialists, retired teachers, and qualified community members to provide afterschool intensive tutoring options, particularly in the areas of reading and math, to students impacted by lost instructional time.

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

Description: The district will reserve ESSER funds to support the needs of teachers as they develop their growth plans. The district will encourage participation in National conferences, Responsive Classroom training, School Wellness topics, content area differentiation training, participation in local vertical curricular design teams, Individual and group consultation with content area experts for unit design, etc.

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

Description: The District will create digital student intervention and assessment portfolios. Fall assessments in F&P, Aimsweb+, Georgia Numeracy Project, and PALS will be repeated to measure growth. Students in Reading Recovery and LLI will

engage in the program-prescribed progress monitoring throughout the period of their intervention.

- VI. Addressing Learner and community Needs (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 ESSER Act (See Appendix A):

Description during SY21-22: Create outdoor spaces for optional classroom/ activity areas (including covered area, seating, picnic tables, shade options). Convert building spaces not used for instructional or meeting spaces into useable building space. Address Social Emotional Learning needs with increased focus on program implementation, physical/movement options, student voice and choice.

Description during SY22-23: Determine needs for additional exterior or interior spaces or options through needs assessment surveys of staff, students, and community. Collaborate with local early learning centers and afterschool programs to meet the needs of the greater community within and beyond the school day.

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2. The LEA's use of funds to address top priority needs identified in the New Hampshire Department of Education's robust, statewide consultation with stakeholders:

- a) Providing individualized instruction:

During SY21-22: YES

During SY22-23: YES

During SY23-24: YES

Description of all Sys: The district will utilize expertise of the math and literacy coaches to provide smaller group instruction at targeted grade levels, in order to best match educator specialization with student greatest need. Intervention plans will be individualized for all students through digital portfolios. Teachers will work through job embedded and extended professional development time, to design instruction to maximize differentiation and personalization.

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

During SY21-22: YES

During SY22-23: YES

During SY23-24: YES

Description of all SYs: the district will provide performance-based bonuses to teachers and school staff to acknowledge and support their efforts toward supporting the school community to grow beyond the previous definition of a normal school year, to enhance student and community supports, and to bolster instruction, intervention, and enrichment within our school system. The district will work in collaboration with school staff to create options and programs which support staff wellness, reduce fatigue, and increase general sense of cohesiveness and appreciation. Some possible examples: personal and physical wellness challenges, improved teacher spaces in the building, onsite mindfulness and relaxation options for staff. Appreciation events outside of Teacher Appreciation Week.

- c) Improving family engagement:

During SY21-22: YES

During SY22-23: YES

During SY23-24: YES

Description of all SYs: The district will work to create parent groups in-person and/or virtual to design family-centered events. Consideration will be given to known draws to family events: student performance, food, multiple formats, take-home materials, make and take style events. Consider themed grade-level events separately while contributing to a whole school theme or goal. Social Emotional Wellness events. Book groups with audio option. Collaboration with local agencies to offer childcare during events designed for parents.

3. The LEA's use of funds to address the following 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: \$1,990,000

Percentage: 90%

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: The District is a single school district with

a single building. The vast majority of funding plans will be determined by building level priorities and needs assessments related to the Winchester School and those students.

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

Amount:

Percentage:

Description, including funds used to support learner obtainment of industry-recognized credentials: The Winchester School does not have a CTE center. High school students access the Cheshire Career Center through Keene High Tuitioned Enrollment.

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

Description of all SYs: The district will explore options based on student needs.

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 monitor student responses to intervention and measure progress through assessments. The district will evaluate participation in all programs and work to remove any barriers to participation to ensure those disproportionately impacted, and all impacted students have access to opportunities for growth and recovery of learning. Student Interventions Team members will seek and provide referrals for students to available programming, and will follow up with family contacts to evaluate any barriers preventing participation.

VIII. Authorization

LEA Superintendent's Signature:

Date:

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