

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

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

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

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

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

I. General Information

1) School District / Charter School Name:	<u>Windham Academy Public Charter School</u>	→ Cell C18 Must be Input for Formulas
2) District ID Number:	<u>712</u>	→ Autopopulates upon Selection
3) SAU Number:	<u>434</u>	→ Autopopulates upon Selection
4) Date of Publication:	<u>12/12/2023</u>	
5) Approver Name - (Superintendent / Head of School):	<u>Matthew Castonguay - Superintendent</u>	
6) Email & Telephone:	<u>matt.castonguay@windhamacademy.org 603-236-7900</u>	

II. Transparency and Accessibility

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

Yes - Description Required

Description:

www.windhamacademy.net

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

Yes - Description Required

Description:

Document is an understandable and uniform format as plan template being used is by NH Ed.

- 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:

We can provide oral and written translations to parents with limited English proficiency.

- 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 will seek to provide our plan in other formats to parents depending on the disability so it is accessible to all.

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:

We invite the public to all public board of trustees meetings. We put the ESSER III grant spending on board agendas for the public to see that this was a topic of discussion.

- 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:

We conducted surveys for public input and used this data to create a comprehensive plan to spend the ESSER III funds.

- 3) How the LEA engaged in meaningful consultation with specific stakeholders, including, but not limited to:

- a. Students (please choose one):

No

1) Description:

As primarily an elementary school, we felt that our students were too young to provide valuable input for this. We only have one 6th grade class and one 7th grade class

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

- b. Families (please choose one):

Yes - Description Required

1) Description:

We conducted two family surveys which focused primarily on academic, social emotional learning, and overall building facilities operations to gather input and feedback for use of the ESSER III funds. The surveys were conducted through Google Forms and this link to this form was emailed out to all families at Windham Academy.

i) Number of total responses: 101

ii) Uses consulted on: Increased use of current copyrighted textbooks, personalized learning, expanded facility, increased STEM, school counselor, curriculum coordinator

iii) Description of feedback received: Families commented how it was nice to gather their input on school-wide decision making.

Please indicate how consultation was:

2) Inclusive: The survey Google Forms link was provided to all student families.

3) Widely advertised and available: The survey was emailed to current WA families at the time.

4) Ongoing: The survey is now closed. Families were notified of their opportunity to provide input for 30 days.

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

Yes - Description Required

1) Description:

School administrators provided input via weekly scheduled administrative meetings with the Superintendent, Director of Student Services, and Student Services Coordinator.

i) Number of total responses: 3

ii) Uses consulted on: Focused meetings on academic performance, materials and supplies, students currently receiving Tier II supports, teaching and learning data, student data tracking, and data-guided decision making.

iii) Description of feedback received: Administrators at Windham Academy meet twice per week to discuss overall school operations including the topics listed above to provide the feedback for current and future decision-making.

Please indicate how consultation was:

2) Inclusive: All administrators participated as part of their weekly required meetings by the Superintendent.

3) Widely advertised and available: Weekly scheduled meetings through Calendar invite and agenda topic items.

4) Ongoing: These meetings are held twice weekly.

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

Yes - Description Required

1) Description:

Teacher Team leaders have been identified to represent their grade level teams and meet monthly with the Superintendent. The staff meets weekly and as part of the meetings, staff is able to provide input into future decision-making and provide feedback on current and future planning. Teams of teachers have common planning time which allows them to collaborate on grade level and school-wide planning.

i) Number of total responses: 7 team leaders

ii) Uses consulted on: Academics (new curriculum) - teachers voted on new curriculum chosen for mathematics and literacy as well as social emotional learning.

iii) Description of feedback received: Feedback received via team leader meetings and weekly staff meetings.

Please indicate how consultation was:

2) Inclusive: All teachers had the opportunity to provide feedback to their team leaders.

3) Widely advertised and available: Monthly team leaders, weekly staff meetings, and daily team common planning time.

4) Ongoing: The stakeholder groups continue to provide input based on the monthly team leader meetings, weekly staff meetings, and grade level common planning time.

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

No

1) Description:

There are no tribes in New Hampshire.

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:

We do not have these groups in our small community.

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:

The Director of Student Services, student services coordinator, our ELL consultant, and our head school counselor's input was used when looking at these specific stakeholder groups of students.

i) Number of total responses: 4

ii) Uses consulted on: Additional intervention support and Tier II instruction to best support students' learning growth in these specific groups of students.

iii) Description of feedback received: School staff listed above has met frequently to discuss how the students in these stakeholder groups can have equal access to their grade level curriculum similar to their peers through intervention support, teaching and learning formative and summative data, and through the use of our Student Support Team.

Please indicate how consultation was:

2) Inclusive: Individual student data is reviewed frequently through these methods and supports. Our student support team meets weekly to discuss students who are underperforming.

3) Widely advertised and available: Student data is discussed weekly at grade level common planning times and classroom teachers, special education teachers, and interventionists are all part of our student support team.

4) Ongoing: Grade level common planning time takes place daily and our student support team meets weekly.

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

Yes - Description Required

1) Description:

Windham Academy works closely with the YMCA of Greater Londonderry and the Superintendent meets with the after school director monthly to discuss how the Y can provide supports needed to our at-risk students and our student body in general. Windham Academy also works with the New Hampshire chapter of "Girls on the Run" which works to allow female students the confidence necessary for growth and achievement not only in school but as they grow older in our ever-changing society.

i) Number of total responses: 2

ii) Uses consulted on: The YMCA is working with Windham Academy on implementing the Y values. These are implemented through our partnership with our physical education student opportunities. Windham Academy has an afterschool partnership with the Y and we collaborate how we can offer this program to more students and families. Girls on the Run works with Windham Academy to offer its athletic and SEL programming to female students once in the fall and once in the spring.

iii) Description of feedback received: These partnerships allow Windham Academy to receive valuable community input that is able to reach current Windham Academy students outside of the classroom and outside of the school day so that they are supported in becoming model members of our local communities.

Please indicate how consultation was:

2) Inclusive: Windham Academy values these partnerships and promotes regular collaboration with these community groups.

3) Widely advertised and available: Windham Academy has an ongoing contract and regular meetings with the YMCA. Girls on the Run communication includes emails and phone calls.

4) Ongoing: Regular meetings are held with these community groups annually.

- 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):

No

1) Description:

As a Charter School, Windham Academy students entering Kindergarten come from a huge assortment of varying backgrounds, educational experiences, and locations; therefore there are no set feeder early childhood providers to adequately provide our school with the informational feedback needed in this section.

i) Number of total responses: 0

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

Project Information		Phase 1: Initial Assessment										Phase 2: Detailed Analysis										Phase 3: Final Review													
ID	Name	Task 1.1	Task 1.2	Task 1.3	Task 1.4	Task 1.5	Task 1.6	Task 1.7	Task 1.8	Task 1.9	Task 1.10	Task 2.1	Task 2.2	Task 2.3	Task 2.4	Task 2.5	Task 2.6	Task 2.7	Task 2.8	Task 2.9	Task 2.10	Task 2.11	Task 2.12	Task 2.13	Task 2.14	Task 2.15	Task 2.16	Task 2.17	Task 2.18	Task 2.19	Task 2.20	Task 3.1	Task 3.2	Task 3.3	Task 3.4
001	Project Alpha	Task 1.1	Task 1.2	Task 1.3	Task 1.4	Task 1.5	Task 1.6	Task 1.7	Task 1.8	Task 1.9	Task 1.10	Task 2.1	Task 2.2	Task 2.3	Task 2.4	Task 2.5	Task 2.6	Task 2.7	Task 2.8	Task 2.9	Task 2.10	Task 2.11	Task 2.12	Task 2.13	Task 2.14	Task 2.15	Task 2.16	Task 2.17	Task 2.18	Task 2.19	Task 2.20	Task 3.1	Task 3.2	Task 3.3	Task 3.4
002	Project Beta	Task 1.1	Task 1.2	Task 1.3	Task 1.4	Task 1.5	Task 1.6	Task 1.7	Task 1.8	Task 1.9	Task 1.10	Task 2.1	Task 2.2	Task 2.3	Task 2.4	Task 2.5	Task 2.6	Task 2.7	Task 2.8	Task 2.9	Task 2.10	Task 2.11	Task 2.12	Task 2.13	Task 2.14	Task 2.15	Task 2.16	Task 2.17	Task 2.18	Task 2.19	Task 2.20	Task 3.1	Task 3.2	Task 3.3	Task 3.4
003	Project Gamma	Task 1.1	Task 1.2	Task 1.3	Task 1.4	Task 1.5	Task 1.6	Task 1.7	Task 1.8	Task 1.9	Task 1.10	Task 2.1	Task 2.2	Task 2.3	Task 2.4	Task 2.5	Task 2.6	Task 2.7	Task 2.8	Task 2.9	Task 2.10	Task 2.11	Task 2.12	Task 2.13	Task 2.14	Task 2.15	Task 2.16	Task 2.17	Task 2.18	Task 2.19	Task 2.20	Task 3.1	Task 3.2	Task 3.3	Task 3.4
004	Project Delta	Task 1.1	Task 1.2	Task 1.3	Task 1.4	Task 1.5	Task 1.6	Task 1.7	Task 1.8	Task 1.9	Task 1.10	Task 2.1	Task 2.2	Task 2.3	Task 2.4	Task 2.5	Task 2.6	Task 2.7	Task 2.8	Task 2.9	Task 2.10	Task 2.11	Task 2.12	Task 2.13	Task 2.14	Task 2.15	Task 2.16	Task 2.17	Task 2.18	Task 2.19	Task 2.20	Task 3.1	Task 3.2	Task 3.3	Task 3.4
005	Project Epsilon	Task 1.1	Task 1.2	Task 1.3	Task 1.4	Task 1.5	Task 1.6	Task 1.7	Task 1.8	Task 1.9	Task 1.10	Task 2.1	Task 2.2	Task 2.3	Task 2.4	Task 2.5	Task 2.6	Task 2.7	Task 2.8	Task 2.9	Task 2.10	Task 2.11	Task 2.12	Task 2.13	Task 2.14	Task 2.15	Task 2.16	Task 2.17	Task 2.18	Task 2.19	Task 2.20	Task 3.1	Task 3.2	Task 3.3	Task 3.4

X. Authorization

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

ESSER@doe.nh.gov



12/28/23

Approver Signature - Superintendent / Head of School

Date

Matthew Castonguay - Superintendent/Executive Director

Printed Name - Superintendent / Head of School

Appendix A: ARPA Statutory Excerpt

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(e) USES OF FUNDS.—A local educational agency that receives funds under this section—

(1) shall reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (20U.S.C. 6311(b)(2)(B)(xi)), students experiencing homelessness, and children and youth in foster care; and

(2) shall use the remaining funds for any of the following:

(A) Any activity authorized by the Elementary and Secondary Education Act of 1965.

(B) Any activity authorized by the Individuals with Disabilities Education Act.

(C) Any activity authorized by the Adult Education and Family Literacy Act.

(D) Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.

(E) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

(F) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

(G) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

(H) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

(I) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

(J) Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

(K) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

(L) Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.

(M) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

(N) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—

(i) administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;

(ii) implementing evidence-based activities to meet the comprehensive needs of students;

(iii) providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and

(iv) tracking student attendance and improving student engagement in distance education.

(O) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

(P) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

(Q) Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

(R) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Appendix B. Interim Final Requirements of ARP ESSER Excerpt

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(2) LEA ARP ESSER Plan.

(a) Each LEA that receives ARP ESSER funds must submit to the SEA, in such manner and within a reasonable timeline as determined by the SEA, a plan that contains any information reasonably required by the SEA. The plan, and any revisions to the plan submitted consistent with procedures established by the SEA, must describe—

(i) The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning;

(ii) How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs;

(iii) How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e) of the ARP Act; and

(iv) How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

(b) In developing its ARP ESSER plan, an LEA must—

(i) Engage in meaningful consultation—

(A) With stakeholders, including: Students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions; and

(B) To the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students; and

(ii) Provide the public the opportunity to provide input and take such input into account.

(c) An LEA's ARP ESSER plan must be—

(i) In an understandable and uniform format;

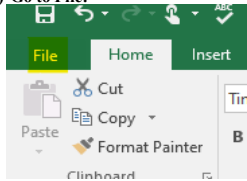
(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;

(iii) Upon request by a parent who is an individual with a disability as defined by the ADA, provided in an alternative format accessible to that parent; and

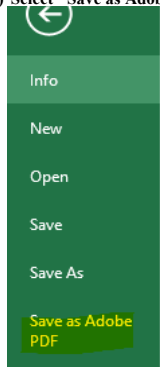
(iv) Be made publicly available on the LEA's website.

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

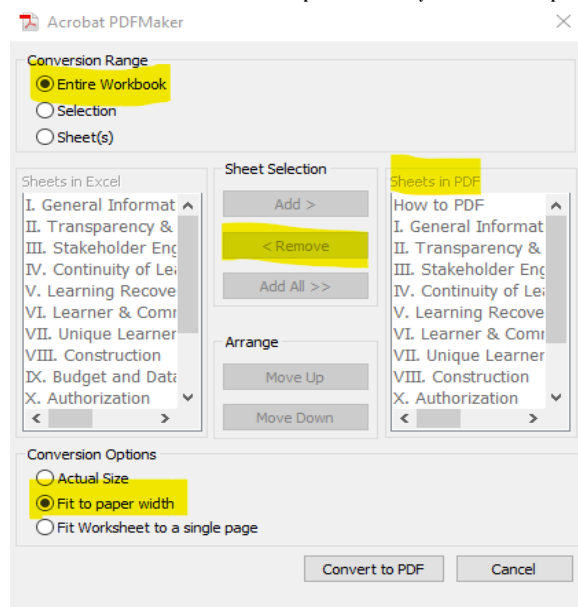
1) Go to File:



2) Select "Save as Adobe PDF":



3) Select "Entire Workbook" and "Fit to paper width." Locate the "IV. Budget and Data Reporting" tab from the list beneath "Sheets in PDF." Select "Remove." The reason is because this spreadsheet is so large, that the information will not easily transpose. The V. Authorization tab will need to be printed manually from Excel. The print range within the Excel workbook has been established for all tabs outlined.



3) Items due to the NHDOE by 01/13/2023:

- A. NH ARP ESSER LEA Fund Use - Excel Workbook
 - i. Print the "V. Authorization" tab from Excel file
 - ii. Manually print and sign the "V. Authorization" tab from Excel file
- B. NH ARP ESSER LEA Fund Use - PDF Version
- C. Return each item listed above in one email message to ESSER@doe.nh.gov (3 separate attachments)