

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

Please submit in both Excel and PDF form to ESSER@doe.nh.gov by 2/23/2022.

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

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

For further context, please reference ARPA (<https://www.congress.gov/bills/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: → Cell C18 Must be Input for Formulas to Populate Correctly
- 2) District ID Number: → Autopopulates upon Selection
- 3) SAU Number: → Autopopulates upon Selection
- 4) Date of Publication:
- 5) Approver Name -
(Superintendent / Head of School):
- 6) Email & Telephone:

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.windhamsd.org

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

Yes - Description Required

Description:

Yes

- 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:

The plan is written in a language that is easy for parents to understand and when necessary we will translate it orally to those in need.

- 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 provide the plan in an alternate format when necessary.

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:

Public School Board Meetings and website

- 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:

Students, families, school and district administration, teachers, principals, school leaders and other educators, school staff, etc.

- 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:

School Administration discuss on a regular basis student needs. Student assessments show where students needs are.

Please indicate how consultation was:

Ongoing

- b. Families (please choose one):

Somewhat - Description Required

1) Description:

Families have the opportunity to provide continuous input at school board meetings and via district website.

Please indicate how consultation was:

Ongoing

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

Yes - Description Required

1) Description:

LEA works in consultation with the district Director of Student Services.

Please indicate how consultation was:

Ongoing

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

Yes - Description Required

1) Description:

LEA works in consultation with the district Director of Curriculum.

Please indicate how consultation was:

Ongoing

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

No

1) Description:

Please indicate how consultation was:

- f. Civil rights organizations, including disability rights organizations (please check one):

Somewhat - Description Required

1) Description:

We meet all IDEA requirements.

Please indicate how consultation was:

Ongoing

- 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:

LEA works in consultation with the Director of Student Services.

Please indicate how consultation was:

Ongoing

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

Yes - Description Required

1) Description:

LEA is in consultation with community partners including but not limited to YMCA.

Please indicate how consultation was:

Ongoing

- 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:

LEA works in consultation with the Director of Student Services.

Please indicate how consultation was:

Ongoing

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

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

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

Description During SY 2021-2022:

Funds will be spent as needed to ensure the continued safety of our students, for items to provide for social distancing, ventilation in classrooms, etc.

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

- 1) How the LEA will identify individual student learning loss, including among students most likely to have experienced the impact of lost instructional time on student learning, such as:
 - a. Students who did not consistently participate in remote instruction when offered during school 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 of dropping out of school.

Description During SY 2021-2022:

Assessing student progress and need through data collection, monitoring student progress. Additional reading and tutoring staff were hired to mitigate these efforts.

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

Description During SY 2021-2022:

We used funds on a summer recovery program for all grade level students and have added additional support for reading and tutoring.

Description During SY 2022-2023:

We will be offering a summer intensive recovery program for all students.

Description During SY 2023-2024:

We do not anticipate having any funding left for this school year.

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

Yes - Description Required

Description:

Individualized tutoring and recovery is offered students when there is a need.

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

- Please Select -

Description:

We have none planned at this time with our remaining funds.

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

Description:

Student Test scores

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

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

Description During SY 2021-2022:

We provided a summer remediation program, as well as a mental health program. Based on need for the regular school year, we hired a reading specialist and an additional tutor.

Description During SY 2022-2023:

Assess the needs of students at the end of the fy22 school year and provide summer remediation programs as well as an extended day school program as needed.

Description During SY 2023-2024:

Assess the needs of students at the end of the FY23 school year and provide summer remediation programs as well as an extended day school program as needed.

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

- a. Providing individualized instruction:

During SY 2021-2022 (select one):

During SY 2022-2023 (select one):

During SY 2023-2024 (select one):

Description of all SYs - 2021 to 2024:

We will assess the needs of the students and determine the appropriate needs for remediation.

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

During SY 2021-2022 (select one):

During SY 2022-2023 (select one):

During SY 2023-2024 (select one):

Description of all SYs - 2021 to 2024:

Allocated funds are only allowing us to focus on student based needs.

- c. Improving family engagement:

During SY 2021-2022 (select one):

During SY 2022-2023 (select one):

During SY 2023-2024 (select one):

Description of all SYs - 2021 to 2024:

Allocated funds are only allowing us to focus on student based needs.

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

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

Amount:

Percentage:

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

The district will continue to focus on the social emotional needs of all students.

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

Amount:

Percentage: 0

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

None are planned at this time

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

During SYs 2021-2024 (select one):

Description of all SYs - 2021 to 2024:

None are planned at this time

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 Windham School District will engage in multiple facets to address mental health struggles for both students and staff for example engaging with Lynn Lyons a renowned national speaker to focus on anxiety and post pandemic recovery.

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

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

[ESSER Funded Construction.](#)

Description:

No construction projects are planned at this time.