

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: Windham → Cell C18 Must be Input for Formulas to i
- 2) District ID Number: 575 → Autopopulates upon Selection
- 3) SAU Number: 95 → Autopopulates upon Selection
- 4) Date of Publication: 1/5/2023
- 5) Approver Name - (Superintendent / Head of School): Dr. Kori Alice Becht
- 6) Email & Telephone: kbecht@windhamsd.org 6038451550

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:

https://www.windhamsd.org/our_district/superintendent_s_office/business_office

- 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. All public feedback was taken into account when we created our plan.

- 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 in consultation with content teachers and intervention specialists discussed and determined the differentiated needs of district students. This was an ongoing discussion, but a tri annual formal benchmark was performed at a tier 1 level to ensure all students were assessed with research based assessments. We held public meetings and we have student representatives on our school board that offer feedback based on the student population. Students were in favor of additional tutoring opportunities, as well as social emotional support and summer success programs.

i) Number of total responses: 120 students participated in varying attendance over a 5 week period

ii) Uses consulted on: tutoring, learning loss and social emotional learning and support

iii) Description of feedback received: Interested parents completed registration forms for the summer success program and enrolled their students for academic support.

Please indicate how consultation was:

2) Inclusive: Any students receiving RTI services was invited to participate regardless of student need or socio economic status.

3) Widely advertised and available: Yes, it was shared on district website, as well as flyers sent home with each individual student.

4) Ongoing: Teachers consulted with intervention staff consistently throughout the program to ensure appropriate differentiated services were correctly implemented.

- b. Families (please choose one):

Somewhat - Description Required

1) Description:

School Administration holds parent counsels on a monthly basis to discuss where student needs are.

i) Number of total responses: 8-12 parents per school

ii) Uses consulted on: learning loss, tutoring, on line learning resources

iii) Description of feedback received: Parents have the opportunity to make comments and suggestions on programming changes they would like to see implemented.

Please indicate how consultation was:

2) Inclusive: Parent counsel is open to all district parents

3) Widely advertised and available: It is advertised through each individual schools weekly newsletter

4) Ongoing: Consel meets ongoing throughout the school year.

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

Yes - Description Required

1) Description:

District Administration meets regularly to evaluate student needs and determine programming to address educational gaps.

i) Number of total responses: 32

ii) Uses consulted on: learning loss, tutoring, and social emotional learning and support

iii) Description of feedback received: student programming to address educational gaps is based on student needs

Please indicate how consultation was:

2) Inclusive: Yes

3) Widely advertised and available: Administration and staff are internally notified of standing meetings

4) Ongoing: Yes meetings are ongoing throughout the year.

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

Yes - Description Required

1) Description:

School leaders meet on an ongoing process to determine student needs.

i) Number of total responses: 20+

ii) Uses consulted on: learning loss, tutoring, and social emotional learning and support

iii) Description of feedback received: Team leaders and school administrators meet to communicate student needs and progress being made toward addressing learning gaps.

Please indicate how consultation was:

2) Inclusive: Yes all members are invited to attend

3) Widely advertised and available: Yes, standard meeting

4) Ongoing: Monthly throughout the school year.

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

No

1) Description:

There are no tribes in the area

i) Number of total responses: There are no tribes in the area

ii) Uses consulted on: There are no tribes in the area

iii) Description of feedback received: There are no tribes in the area

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:

Public school board meetings are held and encourage public feedback from all organizations . We hold a Student Services Advisory Counsel which focuses on disability rights of students and encourages input from those in attendance.

i) Number of total responses: 20+ Participation varied depending on the meeting

ii) Uses consulted on: learning loss, tutoring, social emotional learning and support

iii) Description of feedback received: Stakeholders were supportive of use of funds

Please indicate how consultation was:

2) Inclusive: All stakeholders were included

3) Widely advertised and available: The meetings are open to the public and promoted in weekly newsletters

4) Ongoing: Yes, we continue to review needs and determine if plan changes are needed.

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:

Windham School District staff who directly instruct stakeholders listed above were on school re-opening teams. Special Education Parent Counsel meetings were also held where parents could participate and give feedback.

i) Number of total responses: 10+ per school

- ii) Uses consulted on: monthly basis*
- iii) Description of feedback received: Parents and staff engage in a roundtable discussion where all stakeholders have the opportunity to give input on current supports in any areas that need improvement.*

Please indicate how consultation was:

- 2) Inclusive: All members are invited**
- 3) Widely advertised and available: yes, website and newsletters**
- 4) Ongoing: throughout the school year**

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

Yes - Description Required

1) Description:

We partner with the local YMCA and offer before and after school programs that include additional tutoring resources, sports participation and social interaction amongst students.

- i) Number of total responses:1*
- ii) Uses consulted on:tutoring, sports and social interaction*
- iii) Description of feedback received:The community, staff and administration support these programs.*

Please indicate how consultation was:

- 2) Inclusive:All stakeholders**
- 3) Widely advertised and available: Yes, in weekly newsletters, flyers, and announcements to parents.**
- 4) Ongoing: We will continue to offer these programs to students as needed and requested.**

- 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:

We have a preschool program where students can attend a 2 day or 4 day program. The district also offers summer camp programs where all children can participate and provide before and after camp care.

- i) Number of total responses: There are 300+ summer camp attendees and 68 preschool students*
- ii) Uses consulted on: social emotional learning, sports and other age appropriate activities*
- iii) Description of feedback received:The community, staff and administration support these programs.*

Please indicate how consultation was:

- 2) Inclusive:All stakeholders**
- 3) Widely advertised and available:on our website, at public board meetings and in newsletters**
- 4) Ongoing:We will continue to offer these programs**

Kategori	Uraian	Kode	Mata Pelajaran	Materi Pokok	Aspek Pengetahuan																				Aspek Keterampilan	Aspek Sikap
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
Kategori	Uraian	Kode	Mata Pelajaran	Materi Pokok	Aspek Pengetahuan																				Aspek Keterampilan	Aspek Sikap
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		

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					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		

Information on the company's business model										Information on the company's financial model	
Business Model	Revenue Model	Cost Model	Profit Model	Investment Model	Capital Model	Debt Model	Equity Model	Dividend Model	Other	Revenue	Profit
Business Model	Revenue Model	Cost Model	Profit Model	Investment Model	Capital Model	Debt Model	Equity Model	Dividend Model	Other	Revenue	Profit

X. Authorization

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

ESSER@doe.nh.gov

Dr. Kori Alice Becht

Approver Signature - Superintendent / Head of School

Dr. Kori Alice Becht

Dr. Kori Alice Becht

Printed Name - Superintendent / Head of School

1/24/2023

Date

1/24/23

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;

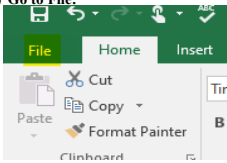
(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;

(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

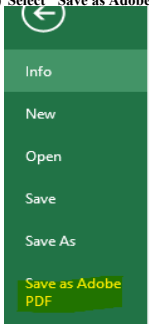
(iv) Be made publicly available on the LEA's website.

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

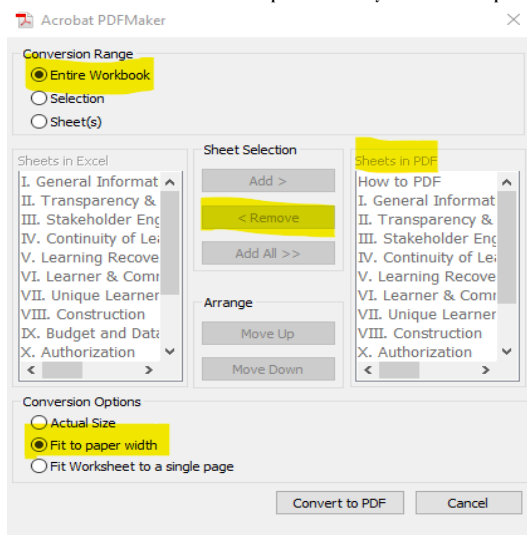
1) Go to File:



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
 - i 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)