

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, 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: | <u>Windham Academy Public Charter School</u> | → Cell C18 Must be Input for Formulas to Populate Correctly |
| 2) District ID Number: | <u>712</u> | → Autopopulates upon Selection |
| 3) SAU Number: | | → Autopopulates upon Selection |
| 4) Date of Publication: | <u>6/24/2021</u> | |
| 5) Approver Name -
(Superintendent / Head of School): | <u>Melinda Labo/Director of School</u> | |
| 6) Email & Telephone: | <u>Melinda.labo@windhamacademy.org</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.org

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

Yes - Description Required

Description:

Information was shared at WA board meetings, on the school website, as well as in a newsletter sent to families.

- 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:

Plan was written in simple format. Word usage set in easy to understand language. Translation could be scheduled if necessary. Organized format with clear headings, table of contents, and summaries.

- 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:

ADA compliant. Clear and concise summary or key features of plan, support staff available for questions.

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:

In 2020, Windham Academy created a Task Force in order to give stakeholders a say in how the funds could best be used. This task force was made up of parents, teachers, administration, and a representative from the local fire department.

- 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:

A survey was sent out early on in order to get a better understanding of the family's comfort for sending students in-person, via offering remote learning. With 22 different sending communities, the percentages of positive COVID cases, parents had different perspectives on the decision making.

- 3) How the LEA engaged in meaningful consultation with specific stakeholders, including, but not limited to:
a. Students (please choose one):

No

1) Description:

Students took part in assessments, referrals, and through direct communication.

- i) Number of total responses:*
- ii) Uses consulted on:*
- iii) Description of feedback received:*

Please indicate how consultation was:

2) Inclusive:

3) Widely advertised and available:

4) Ongoing:

- b. Families (please choose one):

Somewhat - Description Required

1) Description:

Survey was given on 10/20/20: ReOpening Phase-in Check-Point

- i) Number of total responses:* #####
- ii) Uses consulted on:* statisfaction of safety
- iii) Description of feedback received:* 84.6%

Please indicate how consultation was:

2) Inclusive:

3) Widely advertised and available:

4) Ongoing: X

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

Yes - Description Required

1) Description:

i) Number of total responses: 4
ii) Uses consulted on:
iii) Description of feedback received: Safety measures

Please indicate how consultation was:
2) Inclusive:
3) Widely advertised and available:
4) Ongoing: X

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

Yes - Description Required

1) Description:
i) Number of total responses: #####
ii) Uses consulted on: mental/emotional check-ins, number of in-
iii) Description of feedback received: staff would share their thoughts on

Please indicate how consultation was:
2) Inclusive:
3) Widely advertised and available:
4) Ongoing: X

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

No

1) Description:
i) Number of total responses:
ii) Uses consulted on:
iii) Description of feedback received:

Please indicate how consultation was:
2) Inclusive:
3) Widely advertised and available:
4) Ongoing:

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

No

1) Description:
i) Number of total responses:
ii) Uses consulted on:
iii) Description of feedback received:

Please indicate how consultation was:
2) Inclusive:

3) Widely advertised and available:

4) 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):

No

1) Description:

- i) Number of total responses:*
- ii) Uses consulted on:*
- iii) Description of feedback received:*

Please indicate how consultation was:

2) Inclusive:

3) Widely advertised and available:

4) Ongoing:

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

Yes - Description Required

1) Description:

The YMCA is part of our academic curriculum providing us with Phys Ed classes as well as after-school programming. We stayed in close contact regarding decision making as the YMCA utilized the school building for their programming.

- i) Number of total responses:*
- ii) Uses consulted on:*
- iii) Description of feedback received:*

Please indicate how consultation was:

2) Inclusive:

3) Widely advertised and available:

4) 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):

No

1) Description:

- i) Number of total responses:*
- ii) Uses consulted on:*
- iii) Description of feedback received:*

Please indicate how consultation was:

2) Inclusive:

3) Widely advertised and available:

4) 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:

Windham Academy opened in a 4 day in-person/1 day remote model and all students with disabilities were provided services both on-site and remotely. In the full return to in-person instruction, all Special Education, related services, and/or 504 support services were provided in-person during the student's regularly scheduled school day to minimize disruption and transitions.

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:

In 2020, Windham Academy created a Task Force in order to give stakeholders a say in how the funds could best be used. This task force was made up of parents, teachers, administration, and a representative from the local fire department.

- 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:

The RTI and differentiated instruction has given our identified students time to work with a teacher in a manner that focused on any lost learning time during the school year. Funds went towards materials and instruction, a full time nurse, and adding a guidance counselor.

Description During SY 2022-2023:

A stronger structured RTI program, as teachers become more confident in utilizing benchmarking in both math and reading for differentiating and filling in the gaps of lost instructional time.

Description During SY 2023-2024:

A stronger structured RTI program, as teachers become more confident in utilizing benchmarking in both math and reading for differentiating and filling in the gaps of lost instructional time.

- 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:

In our young school, it is a necessity for our older grades 4-6 students to have technology for assessments, for in class work, and to be able to access many of the on-line learning tools our curriculum requires. Between purchasing Chrome-books and charging cabinets, we will be able to meet our students needs from lost instructional time a lot better.

- 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):

Yes - Description Required

Description:

The WA staff needs more professional development offered to help them become more confident with the RTI model.

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

Description:

Windham Academy progress monitors through the use of iReady Assessments, Dibels, A to Z benchmarking, PAST Assessments, SASS testing, Terranova CAT testing, and Saxon Math progress reporting.

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(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 Act (See Appendix A):

Description During SY 2021-2022:

Cleaning supplies for the entire building, and servicing the HVAC/Air conditioning filters

Description During SY 2022-2023:

No funds

Description During SY 2023-2024:

No funds

- 2) 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 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:

- 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:

- 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:

- 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:

[Redacted]

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

Amount: [Redacted]

Percentage: [Redacted]

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

[Redacted]

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): **- Please Select -** [Redacted]

Description of all SYs - 2021 to 2024:

[Redacted]

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:

Data will be collected and analyzed

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:

N/A

<p align="center">Specific Use Category</p> <p align="center"><i>*User May Delete Current Selection Prior to Assigning Input(s)</i></p>	<p align="center">General Use Category</p> <p align="center"><i>*May Select Same General Use Category in Multiple Rows Depending upon Specific Uses; May Delete Current Selection Prior to Assigning Input(s)</i></p>
Curriculum Adoption	Meeting Students' Social, Emotional and Other Needs
Curriculum Adoption	Meeting Students' Social, Emotional and Other Needs
Teacher-Selected Professional Development	Operational Continuity
Educational Technology	Other Allowed Uses
Other Allowed Uses - Specify in Detailed Use Description	Meeting Students' Academic Needs
- Please Select From One of the Following -	- Please Select From One of the Following -

Quantifiable Measurement of Expected Outcomes Resulting from Use <i>*Multiple Selections Per Use May Be Selected by Cell; To Clear Selection, Highlight Cell and Enter "Delete"</i>	Learning Loss- Y/N <i>*At least 20% of an LEA's Total Allocation Statutorily Required</i>	Detailed Use Description <i>*Written Description, Including "Other" Responses (Columns A and C) and Vendor if Applicable</i>	Implementation Timeline - Please Select All that Apply			
			SY 2020-2021	SY 2021-2022	SY 2022-2023	SY 2023-2024
- Please Select From the Following: May Select Multiple Categories - , Survey Results - Parent Satisfaction, Average Daily Attendance, Chronic Absenteeism	Yes - Description Required	Staff training on Multi-tier systems of support to ensure common language is used throughout the building. Using Mike Anderson's "The Power of Words" staff will develop skills to address each student's needs, reduce stress, and maintain a calming atmosphere for learning.	No	Yes	Yes	- Please Select -
- Please Select From the Following: May Select Multiple Categories - , Average Daily Attendance, Chronic Absenteeism , Survey Results - Parent Satisfaction	Yes - Description Required	Materials to support Mike Anderson's Professional Development training	No	Yes	Yes	- Please Select -
- Please Select From the Following: May Select Multiple Categories - , Health and Safety Measurement - Specify in Detailed Use Description, Teacher Retention	No	Train all staff on Crisis Prevention Intervention to help staff de-escalate students and to build additional skills that teachers need with students coming back from COVID with stress and trauma.	No	Yes	Yes	- Please Select -
- Please Select From the Following: May Select Multiple Categories - , % Participating in ELA Assessment, % Participating in Math Assessment, % Proficient in ELA Assessment, % Proficient in Math Assessment	Yes - Description Required	Preparing for ongoing support during the 2021-2024 school years. Purchase additional chromebooks and charging carts for Chromebooks to ensure computers are ready to use for intervention programs.	Yes	Yes	Yes	- Please Select -
- Please Select From the Following: May Select Multiple Categories - , % Proficient in ELA Assessment, % Proficient in Math Assessment	Yes - Description Required	Part-time employee will help with grant management to ensure all funding is used appropriately. Pre and Post test will be used for all interventions.	No	Yes	Yes	- Please Select -
- Please Select From the Following: May Select Multiple Categories -	- Please Select -		- Please Select -	- Please Select -	- Please Select -	- Please Select -

Budgeted To Date Per Use	Spent Through 12/31/21 Per Use	Total ARP ESSER Allocation (as of 01/31/2022)	Total ARP ESSER Allocation Unbudgeted To Date (as of 01/31/2022)
\$ 25,000.00	\$ -	\$ 71,117.25	\$ 23,560.32

Baseline Data SY 2020 to 2021 - For Reference Purposes Only								
LEA Enrollment *October 2021 Data Prepopulated	% Participation - Math Assessment	% Participation - Science Assessment	% Participation - ELA Assessment	Average Daily Attendance	4-Year Adjusted Cohort Graduation Rate	In-School Suspension	Expulsion	Instances of Bullying / Harassment
298	100	100	98	96%	0%	0	0	0

\$1,050

\$15,000.00

\$ 5,089.00

\$ 1,416.94

X. Authorization

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

ESSER@doe.nh.gov



Approver Signature - Superintendent / Head of School

3/9/2022

Date



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

Appendix B. Interim Final Requirements of ARP ESSER Excerpt

(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.*