

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/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>Winnisquam Regional</u> | → Cell C18 Must be Input for Formulas to Populate Correctly |
| 2) District ID Number: | <u>582</u> | → Auto populates upon Selection |
| 3) SAU Number: | <u>59</u> | → Auto populates upon Selection |
| 4) Date of Publication: | <u>3/4/2022</u> | |
| 5) Approver Name -
(Superintendent / Head of School): | <u>Robert Seaward, Superintendent</u> | |
| 6) Email & Telephone: | <u>rseaward@wrsdsau59.org 603-286-4116</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:

<https://www.wrsdsau59.org/WRSD-COVIDPandemicSafeSchoolMasterPlan.aspx>

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

Yes - Description Required

Description:

Used the state of NH template

- 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:

It is written in English. If someone needs it translated, they can contact the SAU

- 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:

Yes, we will meet their needs.

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 have had a number of board meetings where the plan has been discussed - Includes public comment - Most recently on Monday, February 21, 2022; We also Livestream our board meetings, so a person could go back and look at any time they like. We also have the plan published to our website; I have had several community forums where the plan was discussed. We have run a survey with staff and students and parents. Building leadership teams have discussed the plan and provided ideas; etc.

- 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:

While we have received very little input, what has been suggested has almost all made it into the plan.

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

Somewhat - Description Required

1) Description:

We have run a number of efforts to get feedback. While we have only had a few responses, we have incorporated those into the plan. I say somewhat here as we have not made major efforts to gain student feedback. They have provided some as well, but not in a substantial way.

i) Number of total responses: There were not many responses. We do not have an exact number but would estimate maybe 5 responses.

ii) Uses consulted on: Academic and social/emotional resources.

iii) Description of feedback received: Mostly to continue the academic and social emotional resources started with ESSER I and II.

Please indicate how consultation was:

2) Inclusive: All stakeholders were welcome to participate and discuss

3) Widely advertised and available: Posted meetings, Facebook posts, emails to families, visible online 24/7.

4) Ongoing: We will continue to speak at meetings, forums, and have a survey available 24/7 online.

- b. Families (please choose one):

Somewhat - Description Required

1) Description:

We have run a number of efforts to get feedback. While we have only had a few responses, we have incorporated those into the plan. I say somewhat here as we have not made major efforts to gain student feedback. They have provided some as well, but not in a substantial way.

i) Number of total responses: There were not many responses. We do not have an exact number but would estimate maybe 10 responses.

ii) Uses consulted on: Academic and social/emotional resources.

iii) Description of feedback received: Mostly to continue the academic and social emotional resources started with ESSER I and II.

Please indicate how consultation was:

2) Inclusive: All stakeholders were welcome to participate and discuss.

3) Widely advertised and available: Posted meetings, Facebook posts, emails to families, visible online 24/7.

4) Ongoing: We will continue to speak at meetings, forums, and have a survey available 24/7 online.

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

Yes - Description Required

1) Description:

All are actively and regular involved.

i) Number of total responses: All school and district administrators are actively and regularly involved.

ii) Uses consulted on: Academic and social/emotional resources.

iii) Description of feedback received: Feedback was received on HVAC, Social Emotional, Physical Health and Academic Gap Filling.

Please indicate how consultation was:

2) Inclusive: They are regularly involved with the district leadership meeting where use of grant funds is a regular topic.

3) Widely advertised and available: They receive calendar invites and are actually involved in the meetings.

4) Ongoing: Yes,

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

Yes - Description Required

1) Description:

All are actively and regular involved with topics discuss for the Use Plan.

i) Number of total responses: The number of responses varied.

ii) Uses consulted on: Academic and social/emotional resources.

iii) Description of feedback received: Feedback was received primarily on social emotional and academic needs.

Please indicate how consultation was:

2) Inclusive: There have been several opportunities for building level staff/admin to get involved in the planning for grant fund:

3) Widely advertised and available: Held during regularly scheduled meetings, through community forums and via the survey.

4) Ongoing: Yes, we continue to look for feedback regularly from all staff.

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

No

1) Description:

N/A

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:

N/A

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):

Somewhat - Description Required

1) Description:

All are actively and regular involved with topics discuss for the Use Plan.

i) Number of total responses: It is unknown how many responses were received.
ii) Uses consulted on: Academic and social/emotional resources.
iii) Description of feedback received: Feedback was received primarily on social emotional and academic needs.

Please indicate how consultation was:

2) Inclusive: They have had access to all of the methods for getting involved as other categories of people.

3) Widely advertised and available: Yes, our forums and meetings are widely advertised and available to everyone.

4) Ongoing: Yes, our meetings and forums will continue monthly.

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

Somewhat - Description Required

1) Description:

All are actively and regular involved with topics discuss for the Use Plan.

i) Number of total responses: It is unknown how many responses were received.
ii) Uses consulted on: Academic and social/emotional resources.
iii) Description of feedback received: Feedback was received primarily on social emotional and academic needs.

Please indicate how consultation was:

2) Inclusive: They have had access to all of the methods for getting involved as other categories of people.

3) Widely advertised and available: Yes, our forums and meetings are widely advertised and available to everyone.

4) Ongoing: Yes, our meetings and forums will continue monthly.

- 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:

This has not been a concern for our district.

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: Yes, our meetings and forums will continue monthly.

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:

Our greatest concern for meeting CDC guidelines was/is air handling. Our HVAC units are so old that we really struggled to come anywhere near the recommended outside air exchange recommended by the CDC and NH DHHS. When we tried, the heating could not keep up. Many rooms do not even have HVAC. During warmer months, we brought in too much humidity with the outside air. We have windows that do not open, are difficult to open, or will fall dangerously if opened. Many resorted to fans in warmer weather as air movement was the only way to make students comfortable enough to actually learn anything, but this too was not aligned with CDC guidelines. Moving forward, the only hope we have of meeting CDC guidelines is to replace many failed and failing HVAC units with modern equipment.

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:

All students were baseline tested in the fall of 2021. We continue to baseline test any new students who come to our district. This winter, many of our students experienced a progress monitoring assessment. This spring we will conduct an end of the year assessment to see how many experienced a year's growth and some gap filling. In addition to these standardized assessments, every teacher is regularly monitoring student progress and adjusting to fill as many gaps as possible.

- 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 have hired several people to positions that did not previously exist (under other grants) in order to support students academically and social emotionally as gaps are identified and plans developed and implemented.

Description During SY 2022-2023:

We plan to continue with all these resources and to adjust based on end of the year assessments and the gaps that recognized as a result.

Description During SY 2023-2024:

We are looking to use ESSER III money to extend several of these resources for an additional year. We also have some left in reserve to adjust based on our work this year and next. We hope to remain responsive to the needs of our students.

- 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:

We have provided tutoring services to any student in need. While many have declined, we continue to offer it and weave it into plans as they are developed to support students as they fill gaps.

- 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:

All of our teachers have access to extensive funds dedicated to professional development of their choosing. In addition, our evaluation process helps educators decide what is most needed to improve on their instructional practices. Finally, we provide monthly PD to all educators based on what leadership and staff determine are the needs of the staff.

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

Description:

We are performing baseline and progress monitoring standardized and teacher prepared assessments. The data is reviewed regularly throughout the year by leadership, data teams, and ultimately by classroom teachers.

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:

We have not submitted for any funds from the ESSER III account at this time

Description During SY 2022-2023:

We are looking to use a large portion for the enhancement of our HVAC systems to be in compliance with CDC exchange guidelines for a pandemic. Also, we are looking to continue the resources started under ESSER I and II for an additional year through the use of ESSER III funds.

Description During SY 2023-2024:

Same as 2022-23

- 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:

The district has hired and redirected a number of resources to individualized instruction and tutoring. We have what we call FLEX teachers who adjust to meet individual needs, several curriculum folks working with staff and students to identify and fill gaps, a person to help counselors build individual learning, behavioral and development plans, etc.

- 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:

While we are addressing this, we are not using ESSER money to do so.

- 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:

Once again, while we are actively doing this, and some of the positions we have hired increase engagement with families, no ESSER money was used for this specific purpose. We will look to use ESSER III to extend a grant funded position focused on this area for an additional year.

- 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:

We are still working on developing our plan. Approximately 75% will be dedicated to HVAC and about 25% will be dedicated to student support. We include all students in our supports and do not restrict based on disability, SEL, etc. 100% of students have access to all of the resources we have implemented based solely on student needs.

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

Amount: TBD

Percentage: TBD

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

We are still working on developing our plan. Approximately 75% will be dedicated to HVAC and about 25% will be dedicated to student support. We include all students in our supports and do not restrict based on disability, SEL, etc. 100% of students have access to all of the resources we have implemented based solely on student needs.

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): **Yes - Description Required**

Description of all SYs - 2021 to 2024:

We have implemented a flex teacher and student tutoring program far in excess of what existed before COVID. We will look to continue this program in part with ESER III funds.

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:

We include all students in our supports and do not restrict based on disability, SEL, etc. 100% of students have access to all of the resources we have implemented based solely on student needs. As academic gaps or social emotional issues are identified, various teams of educators and admin go into action to connect the child to the resources needed. Plans are developed in close connection with families to help the children receive the supports they need. Much of what we are doing for all students with identified needs is what we have historically done to support IEP and 504 students.

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:

We plan to use approximately \$2.8 million to upgrade our 50+ year old HVAC systems at the middle schools and some additional units at other facilities. All units being considered do not currently comply with CDC guidelines for air handling during a pandemic and the upgrades would allow for us to do so in the future, helping ensure adequate protective factors are in place for in person instruction.

X. Authorization

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

ESSER@doe.nh.gov



3/7/2022

Approver Signature - Superintendent / Head of School

Date

Robert T Seaward Jr

Printed Name - Superintendent / Head of School

Appendix A: ARPA Statutory Excerpt

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.