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/icr/202201-1810-002/doc/117519100.

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

I. General Information

1) School District / Charter School Name:	Winchester	→ *Cell C18 Must be Input for Formulas to Populate Correctly*
2) District ID Number:	573	→ *Autopopulates upon Selection*
3) SAU Number:	94	→ *Autopopulates upon Selection*
4) Date of Publication:	3/9/2022	
5) Approver Name - (Superintendent / Head of School):	Dr. Kenneth Dassau - Superintendent	
6) Email & Telephone:	kdassau@wnhsd.org - 603-239-8061	

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:

SAU_94_ARP_ESSER_USE_of_Funds_Plan.docx (live.com)

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

Yes - Description Required

Description:

Our plan was presented in an Outline format using roman numerals, letters, and numbers to breakdown sections for each reading.

3) The plan, to the extent practicable, is written in a language that parents can understand or, if not practicable to provide written translations to a parent with limited English proficiency, orally translated (please choose one):

Yes - Description Required

Description:

We have provided the document written in English only, but verbal or other method of translation was available upon request

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:

The plan is available as an electronic document or by paper

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:

The Reopening committee was comprised of a school board member, community member, parent, school adjustment counselor, teaching staff, director of facilities, business manager, and administrator.The team developed initial responses to template considerations and presented drafts for consideration at the School Board meeting, allowing for public comment.

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:

The reopening committee deployed a feedback survey on Facebook and the school website to collect feedback from parents, students, and community.

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:

Winchester SD is a PreK - 8 enrollment. Students had an opportunity through class discussions with teachers or at home with parents regarding the use of funds. Students did not seem to be interested in doing the survey.

i) Number of total responses: 0

ii) Uses consulted on: Academics, Social & Emotional wellness, Tutoring, Techology

iii) Description of feedback received:

Please indicate how consultation was:

2) Inclusive:

The survey was open to all students, but none chose to fill out the survey directly

3) Widely advertised and available:

Survey was posted on webpage and facebook for students to complete and submit

4) Ongoing:

A second survey was available by Facebook, school website, and opportunity to attend schoolboard meeting for input, no responses again

b. Families (please choose one):

Yes - Description Required

1) Description:

Families has an opportunity to provide feedback in the use of funds through a survey, by attending schoolboard meetings, by attending the opening committee meetings, and by direct feedback to school staff.

i) Number of total responses: 23

ii) Uses consulted on: Helping with Learning Loss, school staff Professional Development opportunities, Social/Emotional Support

iii) Description of feedback received: Families were overly concerned about the students learning loss and emotional/social interaction loss

Please indicate how consultation was:

2) Inclusive:

Families were ivited to provide feedback through meetings and surveys

3) Widely advertised and available:

Surveys were posted on Facebook and Schoolwebsite, Robocalls were made to all families about involvement, meetings were open to all

4) Ongoing:

Our Website has a link to ESSER documentation regarding regulations and charts and reports showing what funds have been spent on and what recommendations have been considered to date.

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

Yes - Description Required

1) Description:

i) Number of total responses: 6
ii) Uses consulted on:
Learning Loss, Infrastructure updates/upgrades, teacher/staff fatigue, community service programs, technology needs
iii) Description of feedback received:
Each week we have Administrative meetings, which include discussions about the use of the ESSER funds. We have to revisit the use of the funds due to the needs of the students and staff. The Admin team reguarly discusses any current feedback to ensure everyone has a voice and that funds are being allocated wisely.

Please indicate how consultation was:

2) Inclusive:
Administration team had the opportunity to complete the survey and attend all meetings.

3) Widely advertised and available:
Weekly meetings held with Admin team

4) Ongoing:
Weekly meetings are attended by Admin team and to revisit any current feedback, for consideration and to present updates to schoolboard.

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

Yes - Description Required

1) Description:
Teachers were given the opportunity to complete the online survey and to provide input regarding the use of ESSER funds through their staff meetings, by attending a schoolboard meeting, etc.

i) Number of total responses: 4 that completed the
ii) Uses consulted on: Student Learning Loss, Social/Emotional/Behavior Support, Facilities updates, Fatigue Stipends
iii) Description of feedback received:
Most staff believe learning loss is the most critical area to be addressed. Support services for social/emotional/behavior problems due to being separated from school/friends for months. Other concerns were ensuring that the school air quality was at a safe level. A few recommended more professional development, showing appreciation through breakfast/lunch/Paid Days Off, and a fatigue stipend.

Please indicate how consultation was:

2) Inclusive:
Staff was included in the survey and asked to attend meetings to provide much needed feedback.

3) Widely advertised and available:
All Staff were emailed about the survey and where to complete it and asked to attend meetings.

4) Ongoing:
Staff are incouraged to provide feedback at anytime, at meetings, through surveys.

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):

Yes - Description Required

1) Description:

Our district used the documentation provided by the State of NH regarding the Disability Rights Center - NH. This document was used to help determine the use of funds.

i) Number of total responses: 0
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):

Yes - Description Required

1) Description:

Our Director of Student Services attends the weekly meetings and provides a grea deal of input regarding students with special needs and the use of the funds to meet their needs.

i) Number of total responses: 1 + Other responses were directly to DSS
ii) Uses consulted on: Student Learning Loss, Emotional/behavior Issues
iii) Description of feedback received:

Students that normally need constant support, have digressed a great when school was not in person and many are experiencing an even greater hardship with their emotional and social behavior and will need even more counseling and guidance.

Please indicate how consultation was:

2) Inclusive:

Both the Director of Student Services and her staff are encouraged to provide feedback through surveys and meetings.

3) Widely advertised and available:

All staff are included in surveys and encouraged to attend meetings to provide feedback.

4) Ongoing:

The Special Edncation department has regular meetings to discuss students needs and what the ESSER funding can do to help recude the learning loss and social/emotional loss by students. These meetings and feedback will continue.

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

Yes - Description Required

1) Description:

i) Number of total responses: 6 responded to survey
ii) Uses consulted on: Student learning loss, facilities update/upgrading, community programs
iii) Description of feedback received:

Most did not provide any feedback, but one noted that school plays/concerts should be offered.

Please indicate how consultation was:

2) Inclusive:

The community was given a chance to complete the survey using Facebook or the school webite link, and attend meetings.

3) Widely advertised and available:

Survey provided on Facebook and school website or request were made a schoolboard meetings for feedback to be given.

4) Ongoing:

We will continue to ask for input from the community, through the use of surveys, schoolboard meetings, and Use of Funds Committee.

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:
Our Preschool teachers have engaged in conversations regarding the use of funds. They also discuss student needs with families of their students.

i) Number of total responses: Unknown
ii) Uses consulted on: Programs to help with Social/Emotional/Behavior skills, Literacy programs.
iii) Description of feedback received: Same as above, they are concerned about Social/Emotional/Behavior issues and learning loss, due to not being in person.

Please indicate how consultation was:

2) Inclusive:
The Preschool teachers and families were invited to complete the survey and attend meetings.

3) Widely advertised and available:
Survey was provided on Facebook, school website, and meetings were held that offered a change to provide feedback.

4) Ongoing: We continue to welcome feedback and discuss how the use of ESSER funds can meet the Preschoolers needs.

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:

During SY21-22 No ARP ESSER III funds will be used for this purpose, as we are still working with the CARES ESSER I & CRRSA ESSER II funds. The district will use ARP ESSER funds during SY22-23 to supplement typical cleaning supplies as a result of enhanced cleaning in the pandemic. The district will use funds to support needs for additional or different furniture to manage spacing and distancing needs in classrooms and instructional spaces. We continue to follow our reopening plan presented and updated as necessary.

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:

During SY 2021-2022 the district stayed completed in person and did not offer a remote option, although we did have a 1:1 that worked with students that were out and in quarantin due to COVID-19. The district will conduct fall assessments for Fountas and Pinnell Benchmark Assessment System, Aimsweb+, and Georgia Numeracy Project. The Student Intervention Team will review attendance records and teacher observations from the prior year. Kindergarteners and First graders will be assessed with PALS and select first grade students with skill deficits will be assessed with the Observation Survey for Early Literacy. Grade Level Teams, and the Student Intervention Team and the Data and Assessment Coordinator will analyze results.

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:

No ARP ESSER III funds were used during SY21-22, as we were still working with CARES ESSER I & CRRSA ESSER II funds.

Description During SY 2022-2023:

The district will offer after school options for learning and enrichment. Tutoring will be offered, along with individualized reading support. The district hired both a Literacy Interventionists and Math Interventionists to help support small instruction groups for those will the most need. The Interventionists to assist staff and students with learning loss. Funds will also be used for materials, subscriptions, additional manipulatives, program/tutor stipends, and potential limited transportation.

Description During SY 2023-2024:

The district will offer a variety of summer and extended school year programs, both remedial and enrichment. The district will continue to offer tutoring and other learning and enrichment programs. The district will also continue to employee both the Math & Literacy Interventionist to continue what was started in SY21-22.Funds will again be used for summer program stipends and various expenditures related to these programs.

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:

The district will engage with teachers, specialists, retired teachers, and qualified community members to provide afterschool intensive tutoring options, particularly in the areas of reading and math, to students impacted by lost instructional time.

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 district will reserve ESSER funds to support the needs of teachers as they develop their growth plans. The district will encourage participation in National conferences, Responsive Classroom training, School Wellness topics, content area differentiation training, participation in local vertical curricular design teams, Individual and group consultation with content area experts for unit design, etc.

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

Description:

The District will create digital student intervention and assessment portfolios. Fall assessments in F&P, Aimsweb+, Georgia Numeracy Project, and PALS will be repeated to measure growth. Students in Reading Recovery and LLI will engage in the program-prescribed progress monitoring throughout the period of their intervention.

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:

No ARP ESSER III funds were used during SY21-22, as we were still working with CARES ESSER I & CRRSA ESSER II funds.

Description During SY 2022-2023:

Create outdoor spaces for optional classroom/activity areas. Convert building spaces not used for instructional or meeting spaces into useable building space. Address Social Emotional Learning needs with increased focus on program implementation, physical/movement options, student voice and choice. The district will hire a Data and Assessment Coordinator to help with state testing and analysis of data and data collection withing PowerSchool.

Description During SY 2023-2024:

Determine needs for additional exterior or interior spaces or options through needs assessment surveys of staff, students, and community. Collaborate with local early learning centers and afterschool programs to meet the needs of the greater community within and beyond the school day. The district will continue to employee a Data and Assessment Coordinator.

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): ***No***

During SY 2022-2023 (select one): ***Yes - Description Required***

During SY 2023-2024 (select one): ***Yes - Description Required***

Description of all SYs - 2021 to 2024:

The district will utilize expertise of the math and literacy coaches to provide smaller group instruction at targeted grade levels, in order to best match educator specialization with student greatest need. Intervention plans will be individualized for all students through digital portfolios. Teachers will work through job embedded and extended professional development time, to design instruction to maximize differentiation and personalization.

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

During SY 2021-2022 (select one): ***No***

During SY 2022-2023 (select one): ***Yes - Description Required***

During SY 2023-2024 (select one): ***Yes - Description Required***

Description of all SYs - 2021 to 2024:

The district discussed providing performance-based bonuses to teachers and school staff to acknowledge and support their efforts toward supporting the school community to grow beyond the previous definition of a normal school year. The district will work in collaboration with school staff to create options and programs which support staff wellness, reduce fatigue, and increase general sense of cohesiveness and appreciation. Enhance student and community supports, and to bolster instruction, intervention, and enrichment within our school system.

c. Improving family engagement:

During SY 2021-2022 (select one): ***No***

During SY 2022-2023 (select one): ***Yes - Description Required***

During SY 2023-2024 (select one): ***Yes - Description Required***

Description of all SYs - 2021 to 2024:

The district will work to create parent groups in-person and/or virtual to design family-centered events. Consideration will be given to known draws to family events: student performance, food, multiple formats, take-home materials, make and take style events. Consider themed grade-level events separately while contributing to a whole school theme or goal. Social Emotional Wellness events. Book groups with audio option. Collaboration with local agencies to offer childcare during events designed for parents.

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: $733,000.00

Percentage: 33%

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:

Our districts Principal & Director of Student Services determined the immediate needs for student and staffing first, which dictated the amount they were allowed to allocate. The balance of the ARP ESSER III funds will be allocated by the Use of Funds Committee.

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

Amount: N/A

Percentage:

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

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): ***No***

Description of all SYs - 2021 to 2024:

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 district will monitor student responses to intervention and measure progress through assessments. The district will evaluate participation in all programs and work to remove any barriers to participation to ensure those disproportionately impacted, and all impacted students have access to opportunities for growth and recovery of learning. Student Interventions Team members will seek and provide referrals for students to available programming, and will follow up with family contacts to evaluate any barriers preventing participation.

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:

Due to antiquated equipment in various states of disrepair and/or original design flaws of equipment, we did not meet current ASHRAE guidelines for fresh air supply or proper air changes per hour. We will accomplish our goal of meeting or exceeding the ASHRAE guidelines by replacing antiquated equipment and/or redesigning the current HVAC equipment. A great deal of the updating of the HVAC has been funded by CARES ESSER I & CRRSA ESSER II & SPCRF, but remaining HVAC and other facilities work deemed as necessary will be funded by ARP ESSER III, if they are available.

Correct lack of Fresh air supply in both locker rooms. This will be accomplished by installing an ERV (Energy Recovery Units) complete with reheat coil, and incorporated into the building automation system in each locker room. When this project is completed both rooms will meet or exceed all ASHRAE Air Quality Standards. $60,000

Replace failing HVAC controls in the main office, library, and music room. The current controls are failing to provide reliable fresh air to these spaces. New controls will ensure the fresh air supply will meet or exceed all ASHREA standards. $40,000

Replace 4 air handlers that are failing in the Elementary building. This will be accomplished by installing ERV's (Energy Recovery Units) complete with reheat coils, and incorporated into the building automation system. When this project is completed these instructional spaces will meet or exceed all ASHRAE Air Quality Standards. $105,000

Specific Use Category *User May Delete Current Selection Prior to Assigning Input(s)*	General Use Category *May Select Same General Use Category in Multiple Rows Depending upon Specific Uses; May Delete Current Selection Prior to Assigning Input(s)*	Quantifiable Measurement of Expected Outcomes Resulting from Use *Multiple Selections Per Use May Be Selected by Ctrl, To Clear Selection, Highlight Cell and Enter "Delete"*	Learning Loss Y/N *At least 20% of an LEA's Total Allocation Statutorily Required*	Detailed Use Description *Written Description, including "Other" Responses (Columns A and C) and Vendor if Applicable*	Implementation Timeline - Please Select All that Apply				Budgeted To Date Per Use	Spent Through 12/31/21 Per Use
					SY 2020-2021	SY 2021-2022	SY 2022-2023	SY 2023-2024		
Construction	Addressing Physical Health and Safety - Please Specify in Detailed Use Description	- Please Select From the Following: May Select Multiple Categories - , % Proficient in Math Assessment, Other-Please Specify in Detailed Use	No	Upgrade our HVAC/ERVs systems to meet the needs of the ASHRAE requirements for students/staff health & safety - Also replace feline corridors	No	No	Yes	Yes	$ 125,000.00	$ -
Hiring and Retention - Instructional Staff	Meeting Students' Academic Needs	% Participating in ELA Assessment, % Participating in Math Assessment, % Proficient in ELA Assessment, % Proficient in Math Assessment	Yes - Description Required	The district hired a Math Interventionist & a Library Interventionist to help students with learning loss and balance staff with how to teach to decrease the	No	No	Yes	Yes	$ 492,987.00	$ -
Hiring and Retention - Noninstructional Staff	Other Allowed Uses	- Please Select From the Following: May Select Multiple Categories - , % Participating in ELA Assessment, % Participating in Math Assessment, %	Yes - Description Required	The district hired a Data & Assessment Coordinator that will help with the student testing, which will help mass assessment from student learning loss	No	No	Yes	Yes	$ 144,789.00	$ -
Summer Learning and Enrichment	Meeting Students' Academic Needs	- Please Select From the Following: May Select Multiple Categories - , % Participating in ELA Assessment, % Participating in Math Assessment, %	Yes - Description Required	The district will be operating an Extended School Year program for students that need extra help & to help with retention of learnee learned during SY21-	No	No	Yes	Yes	$ 18,000.00	$ -
Educational Technology	Meeting Students' Academic Needs	- Please Select From the Following: May Select Multiple Categories - , Other-Please Specify in Detailed Use Description	Yes - Description Required	The district plans to purchase electronic programs & licenses to help enhance instructional learning for students with the intention of reducing the gap in	No	No	Yes	Yes	$ 90,000.00	$ -
Physical Health and Safety	Meeting Students' Social, Emotional and Other Needs	Other-Please Specify in Detailed Use Description	Yes - Description Required	The district will contract with a Behavioral Interventionist to work with students with social & emotional struggles due to COVID-19 separation from peers	No	No	Yes	Yes	$ 300,000.00	$ -
Educator Fatigue - Other Allowed Uses	Other Allowed Uses	- Please Select From the Following: May Select Multiple Categories - , Health and Safety Measurement - Specify in Detailed Use Description	No	The Schoolboard approved to provide 10 paid "Sick COVID-19" days to each staff member due to the mandate that they remain at home and in quarantine as	No	No	Yes	Yes	$ 225,000.00	$ -

Total ARP ESSER Allocation (as of 01/31/2022)	Total ARP ESSER Allocation Unbudgeted To Date (as of 01/31/2022)
$ 2,217,166.51	$ 2,217,166.51

Baseline Data SY 2020 to 2021 - For Reference Purposes Only								
LEA Enrollment *October 2021 Data Preconditioned*	% 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
357	55	44	54	92%	0%	4	0	1

WINCHESTER SCHOOL DISTRICT, SAU #94
FY21-22 APPROVED BUDGET vs ACTUAL YTD EXPENDITURES
ARP-ESSER III FEDERAL FUNDING - PROJECT #

		FY 22-23 BUDGET	FY 23-24 BUDGET	FY 21-22 YTD EXPS	FY 21-22 ENCUMBRANCE	BUDGET BAL $ Under/(Over)
	Expenses:					
1100	Regular Instruction	$ 363,877	$ 353,210	$ -	$ -	$ 717,087
1200	Special Education	$ -	$ -	$ -	$ -	$ -
1400	CO-Curricular Programs	$ 9,000	$ 9,000	$ -	$ -	$ 18,000
	Total Instruction	$ 372,877	$ 362,210	$ -	$ -	$ 735,087
2100	Reading Specialist	$ -	$ -	$ -	$ -	$ -
2120	Guidance	$ -	$ -	$ -	$ -	$ -
2122	Social Worker/Adj Counselor	$ -	$ -	$ -	$ -	$ -
2130	Health Services / Nurse	$ -	$ -	$ -	$ -	$ -
2140	Psychologist Services	$ 300,000	$ -	$ -	$ -	$ 300,000
2150	Speech Pathology & Audiologist	$ -	$ -	$ -	$ -	$ -
2160	OT & PT Services	$ -	$ -	$ -	$ -	$ -
2210	Teacher Tuition Reimbursement	$ -	$ -	$ -	$ -	$ -
2222	Library Media Services	$ -	$ -	$ -	$ -	$ -
2290	Other Support Services	$ 70,247	$ 74,462	$ -	$ -	$ 144,709
2310	School Board	$ -	$ -	$ -	$ -	$ -
2320	Administrative Services	$ -	$ -	$ -	$ -	$ -
2400	School Administrative Support Ser	$ -	$ -	$ -	$ -	$ -
2500	Business Office	$ -	$ -	$ -	$ -	$ -
2600	Facilities / Maintenance	$ -	$ -	$ -	$ -	$ -
2700	Pupil Transportation	$ -	$ -	$ -	$ -	$ -
2840	Technology	$ 40,000	$ 40,000	$ -	$ -	$ 80,000
4600	Building Improvements	$ 125,000	$ -	$ -	$ -	$ 125,000
	*Contingency/Indirect Cost	$ 416,185	$ 416,185	$ -	$ -	$ 832,371
	Total Support Services	$ 951,432	$ 530,647	$ -	$ -	$ 1,482,080
	Operating Budget - General Fund	**$ 1,324,310**	**$ 892,857**	$ -	$ -	**$ 2,217,166**
		Allocation: $2,217,166.51				

X. Authorization

*Please print and sign this page. Return a signed version with your completed packet to : ESSER@doe.nh.gov

Kenneth R Dassau — 5/10/2022

Approver Signature - Superintendent / Head of School **Date**

Dr. Kenneth Dassau

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

(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.