

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

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

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

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

For further context, please reference ARPA (<https://www.congress.gov/bills/117/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>Contoocook Valley</u> | → Cell C18 Must be Input for Formulas to Populate Correctly |
| 2) District ID Number: | <u>112</u> | → Autopopulates upon Selection |
| 3) SAU Number: | <u>1</u> | → Autopopulates upon Selection |
| 4) Date of Publication: | <u>3/4/2022</u> | |
| 5) Approver Name -
(Superintendent / Head of School): | <u>Kimberly Rizzo Saunders</u> | |
| 6) Email & Telephone: | <u>ksaunders@conval.edu (603)924-3336</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 <https://convalsd.net/>

Yes - Description Required

Description:

The ConVal School District's plan for its use of ARP ESSER funds was published and made publicly available on August 18, 2021. The plan and Board Presentation can be found on the District's website at following address: <https://convalsd.net/>

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

Yes - Description Required

Description:

The ConVal School District's plan was completed using the mandatory template provided by New Hampshire's Department of Education. The plan is available in Excel and PDF formats.

- 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:

"Readability was a key consideration when writing the plan. Writers of the plan followed standards for making information easier to read, including:

- Using easy to understand words that people know well
- Defining education jargon
- Using examples to explain things when needed
- Avoiding the use of abbreviations and acronyms
- Keeping sentences short
- Using active rather than passive language where possible
- Using an easy to read font (Arial 14)
- Only underlining hyperlinked text
- Keeping punctuation simple
- Using a readability formula to verify that the reading level of the plan is appropriate for the intended audience"

- 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:

Upon request, the District will provide a spoken version of the ConVal School District's plan for its use of ARP ESSER funds. Additionally, the PDF version of the District's plan supports a screen reader option which converts text to speech.

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:

During the 2020 summer, the ConVal School District identified essential actions to take related to six key areas: Leadership, Wellness, Instruction, School Operations, Technology, and Facilities. A committee for each of the areas was made up of teachers, special educators, community members, administrators, fire and safety personnel, and health care workers. Together, these committees worked to create a plan to address the academic and social emotional needs of our students in a safe and supportive learning environment. Once a draft of the plan was developed, community members were invited to an informational meeting to ask questions and provide input. The final plan was emailed, posted on our websites and shared via press releases and video. In the spring of 2021, families, homeschool families, and staff were surveyed prior to revising the Reopening Plan for the 2021-2022 school year. Survey data was reviewed as well as input from the community based COVID Monitoring Team to make revisions. Once completed the Reopening and Recovery Plan for the 2021-2022 school year was shared via websites, email, press releases and School Board Meetings.

- 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:

During the spring of 2021, the District surveyed families and staff to determine areas of focus for Learning Recovery.

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

No

1) Description:

N/A

- 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):

Yes - Description Required

1) Description:

The ConVal School District conducted surveys with families across the district. Additionally, families were invited to an informational reopening overview meeting.

i) Number of total responses: 7/6/20 Reopening Survey for Families: 1398 responses 5/5/21 Reopening Survey for families: 1371 Responses 5/24/21 Reopening Survey for Homeschool Parents and guardians: 46 Respondents.

ii) Uses consulted on: All

iii) Description of feedback received: Families wanted Learning Recovery to focus on building students academic skills, executive functioning skills and social emotional skills. Families also rated High Intensity Tutoring as essential for Learning Recovery. Families indicated that they preferred before and after school support for their students as well as opportunities for summer learning. 100% of families who homeschooled indicated that they would be sending their children to in person learning at the start of the school year.

Please indicate how consultation was:

2) Inclusive: All families received the surveys. Surveys were available in alternative languages upon request. Overview of the reopening plan was shared in a video.

3) Widely advertised and available: The survey was emailed as well as accessible on the district and individual school websites, school level facebook pages, and press releases. Principals provided links in their newsletters.

4) Ongoing: The District released a video explaining the Reopening and Recovery Plan and shared it via the website, facebook and press release.

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

Yes - Description Required

1) Description:

All staff including school and district administrators including special education administrators were surveyed. This data was not disaggregated from the rest of the staff. School and District Administrators including the Director of Special Education were a part of the team who researched best practices for learning recovery and developed the Recovery Plan.

i) Number of total responses: 280 responses which includes all staff, district administrators, principals, and directors.

ii) Uses consulted on: All

iii) Description of feedback received: Staff emphasized the importance of hand sanitizing as well as monitoring the number of covid cases as a part of reopening in a safe manner. Staff also felt that decreasing class size and mask wearing were important. For learning recovery, staff feel that social emotional learning and executive functioning should be emphasized as well as summer learning and after school tutoring.

Please indicate how consultation was:

2) Inclusive: Surveys were available for all staff. Upon request, support in understanding and completing the survey was available.

3) Widely advertised and available: Staff were emailed the link to the survey. The link was included in principal news as well as on the website and in the Superintendent pay day memo.

4) Ongoing: Surveys are administered when considering adjustments to the Reopening and Recovery Plan. Additionally, the Superintendent conducts zoom staff meetings twice a month. During these meetings, staff are informed of possible changes to the plan. Staff may ask questions and share concerns.

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

Yes - Description Required

1) Description:

All staff were sent the survey via email. This data was not disaggregated from the rest of the staff. Additionally, the survey was sent in payday memos, facebook and placed on the website. The results were incorporated in the plan. Additionally, administrators, school leaders and principals were involved in researching best practices and the developing the reopening and recovery plan. The plan was then brought to union representatives for feedback.

i) Number of total responses: 280 responses which includes all staff, district administrators, principals, and directors.

ii) Uses consulted on: All

iii) Description of feedback received: Staff emphasized the importance of hand sanitizing as well as monitoring the number of covid cases as a part of reopening in a safe manner. Staff also felt that decreasing class size and mask wearing were important. For learning recovery, staff feel that social emotional learning and executive functioning should be emphasized as well as summer learning and after school tutoring.

Please indicate how consultation was:

2) Inclusive: Surveys were available for all staff. Upon request, support in understanding and completing the survey was available.

3) Widely advertised and available: Staff were emailed the link to the survey. The link was included in principal news as well as on the website and in the Superintendent pay day memo.

4) Ongoing: Staff were emailed the link to the survey. The link was included in principal news as well as on the website and in the Superintendent pay day memo.

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

No

1) Description:

Not applicable.

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):

Somewhat - Description Required

1) Description:

The survey was available via the websites, press releases and facebook.

i) Number of total responses: This data was not disaggregated.

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):

Yes - Description Required

1) Description:

Data is not disaggregated for these subgroups.

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:** All families received the surveys. Surveys were available in alternative languages upon request. Overview of the reopening plan was shared in a video.

3) **Widely advertised and available:** Emails, press releases, videos and Principal newsletters included reminders of the surveys as well as the published Reopening and Recovery Plan.

4) **Ongoing:** Follow up Surveys have been administered. Additionally, two Update presentations have occurred during board meetings. Board meetings are live streamed so that community members, families and staff members may attend.

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

Yes - Description Required

1) Description:

These groups were contacted via phone or email and continue to participate in conversation that integrate community-based organizations in meeting the students social and academic needs. Community organizations include The Grapevine, The River Center, Souhegan Boys and Girls Club, Antrim Recreation Department and School Kids in Peterborough.

i) Number of total responses: 5

ii) Uses consulted on: These groups were contacted via phone or email and continue to participate in conversation that integrate community-based organizations in meeting the students social and academic needs. Community organizations include The Grapevine, The River Center, Souhegan Boys and Girls Club, Antrim Recreation Department and School Kids in Peterborough.

iii) Description of feedback received: The organizations are working with us to develop programming for supporting social emotional learning for our students. Additionally, the River Center and Grapevine are providing after school PD for personal wellness for our staff.

Please indicate how consultation was:

2) **Inclusive:** Phone and email enabled constituents to fully participate. Website access allowed any organization to complete the survey and review the reopening and recovery plan.

3) **Widely advertised and available:** The plan was available on the website. Press releases are shared with community members who subscribe.

4) **Ongoing:** As indicated previously, our Director of Student Services meets with members of the Grapevine and River Center to develop programming to meet the needs of all staff and students.

- 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:

These constituents were included in the staff and family surveys. The Reopening and Recovery Plan was published on the website and distributed via press releases and email.

i) Number of total responses: Families: 34 staff: 2

ii) Uses consulted on: All

iii) Description of feedback received: Families indicated the importance of mitigating strategies as well as the need for interactive play among children. Staff emphasized the importance of masking.

Please indicate how consultation was:

2) **Inclusive:** The survey and later the plan was available on the website. They were also emailed and posted on Facebook.

3) **Widely advertised and available:** The survey and later the plan was available on the website. They were also emailed and posted on Facebook.

4) **Ongoing:** Follow up surveys as well as biweekly staff meetings enable preschool staff to provide feedback. Continued community outreach to discuss reopening and recovery plan occur through board meetings.

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:

ARP ESSER funds are not being used for prevention and mitigation strategies for COVID 19.

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:

As a district, we will use NWEA and aimsweb Plus as well as NHSAS and SAT data to identify the needs of students across the district. Teachers, Instructional Coaches and Administrators will participate in data meetings three times a year. The data meetings will support analysis of needs within and across classrooms. Data will be used to determine professional development needs among staff. Most importantly, the data will be used to develop cohesive instructional units as well as assist in identify areas for targeted instruction in math and literacy. The data will also be used to identify students who would potentially benefit from high intensity tutoring. The data meetings will participate All students who fall below the benchmark will be progress monitored using aimsweb Plus, NWEA and NHSAS tools to inform instruction as well as maximize instructional time for students.

- 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 Conval School District is using 97% of the ARP ESSER funds to address learning loss. The district is focused on 4 core areas: Supportive Learning Environment, Acceleration of Learning, High Intensity Tutoring and Expanded Learning Time. The district has hired math and literacy coaches as well as high-intensity tutors to assist in addressing learning loss. During the 2021-2022 school year, the ConVal School District is focused on strengthening our Tier 1 system of support for behavior. Using the Collaborative for Academic, Social, and Emotional Learning the ConVal schools is working with students to build skills including but not limited to self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. School staff are engaged in professional development that enable them to explicitly teach and support Social Emotional Learning preK - 12 using Responsive Classroom, PBIS, Restorative Practices and other evidence-based programs. Social Emotional Learning Peer Coaches are working to support teachers in creating a space where all students feel welcome and are a part of their learning journey. Embedded Instructional Coaching in math and literacy are focused on acceleration of learning for students impacted by learning loss. Coaches have identified high yield instructional strategies that educators can use to advance the learning progress of students who are struggling academically or who have fallen behind. Additionally, teachers have identified priority standards in both literacy and math, enabling them to focus on the most essential learning for all students. Finally, coaches are working with teachers to efficiently assess and analyze data to identify students' strengths and needs. These formative assessments permit teachers to identify learning gaps and provide "just in time" support. The Conval District provides High Intensity Tutoring for students across the district. The instruction is highly connected to classroom content and skills with success being highly dependent on the coordination of instruction between the tutor and classroom teacher. Instruction includes high yield content and strategies that students will immediately apply in the classroom. Finally, expanded learning opportunities include before and after school tutoring as well as Summer Learning for all Students."

Description During SY 2022-2023:

" The Conval School District will continue to focused on 4 core areas: Supportive Learning Environment, Acceleration of Learning, High Intensity Tutoring and Expanded Learning Time. The district has hired math and literacy coaches as well as high-intensity tutors to assist in addressing learning loss. During the 2021-2022 school year, the ConVal School District is focused on strengthening our Tier 1 system of support for behavior. Additionally, we will strengthen our Tier 2 system of support - ensuring that students who need additional instruction in managing behavior succeed. We will continue to use the Collaborative for Academic, Social, and Emotional Learning the ConVal schools is working with students to build skills including but not limited to self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. School staff are engaged in professional development that enable them to explicitly teach and support Social Emotional Learning preK - 12 using Responsive Classroom, PBIS, Restorative Practices and other evidence-based programs. Social Emotional Learning Peer Coaches are working to support teachers in creating a space where all students feel welcome and are a part of their learning journey. Embedded Instructional Coaching in math and literacy will focus on acceleration of learning for students impacted by learning loss. Coaches will support teacher with implementing high yield instructional strategies. Additionally, teachers will continue to understand how to prioritize standards in both literacy and math, enabling them to focus on the most essential learning for all students. Finally, coaches will continue to work with teachers to efficiently assess and analyze data to identify students' strengths and needs. These formative assessments permit teachers to identify learning gaps and provide "just in time" support. Taking from what we learned in the previous year with Tutoring, The Conval District will provide High Intensity Tutoring for students across the district. The instruction is highly connected to classroom content and skills with success being highly dependent on the coordination of instruction between the tutor and classroom teacher. Instruction includes high yield content and strategies that students will immediately apply in the classroom. Finally, expanded learning opportunities include before and after school tutoring as well as Summer Learning for all Students."

Description During SY 2023-2024:

" With remaining funds, The Conval School District will continue to focused on 4 core areas: Supportive Learning Environment, Acceleration of Learning, High Intensity Tutoring and Expanded Learning Time. The district has hired math and literacy coaches as well as high-intensity

tutors to assist in addressing learning loss. Using data from previous years, the district will identify elements of the Learning Recovery Plan that were most effective in addressing students' learning needs. Remaining funds will be allocated to those elements. Practices may include coaching, high-intensity tutoring, social emotional learning, before and after school tutoring, and summer learning."

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

Yes - Description Required

Description:

The ConVal Learning Recovery plan includes hiring 12 high-intensity tutors. Currently, we have hired 3 full time tutors and 2 part time tutors. These tutors provide targeted, purposeful, active and hands-on instruction that supports students with meeting grade level goals and standards. The instruction is highly connected to classroom content and skills with success being highly dependent on the coordination of instruction between the tutor and classroom teacher. Students work in groups no larger than 4 students. Sessions are 30 minutes at least three times a week.

- 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):

No

Description:

N/A

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

Description:

"Social emotional growth will be measured through PBIS data, SWIFT-FIA results, classroom environment data from Danielson Evaluation Tool, as well as attendance.

Evidence of effectiveness of acceleration of learning as well as expanded learning programs include student scores on pre and post assessments, formative, summative assessments, and grades. Additionally, NWEA, aimsweb, and PNOA data will determine effectiveness of interventions. Finally, biannual survey data will inform effectiveness of embedded and stand alone professional development.

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:

"Purchase of materials for both instruction and professional development. Materials and supplies include but are not limited to books for Responsive Classroom trainings, Book Study for Tutoring (How Tutoring Works by Frey, Fisher and Almarode, 2022), materials needed for summer programming such as building supplies for Geometry and Construction and art materials for Art and Algebra, manipulatives for High-Intensity Tutoring. Administrative cost for program oversight of summer learning and tutoring as well as cost for student transportation."

Description During SY 2022-2023:

""Purchase of materials for both instruction and professional development. Materials and supplies include but are not limited to books for Responsive Classroom trainings, Book Study for Tutoring (How Tutoring Works by Frey, Fisher and Almarode, 2022), materials needed for summer programming such as building supplies for Geometry and Construction and art materials for Art and Algebra, manipulatives for High-Intensity Tutoring. Administrative cost for program oversight of summer learning and tutoring as well as cost for student transportation.""

Description During SY 2023-2024:

"Purchase of materials for both instruction and professional development. Materials and supplies include but are not limited to books for Responsive Classroom trainings, Book Study for Tutoring (How Tutoring Works by Frey, Fisher and Almarode, 2022), materials needed for summer programming such as building supplies for Geometry and Construction and art materials for Art and Algebra, manipulatives for High-Intensity Tutoring. Administrative cost for program oversight of summer learning and tutoring as well as cost for student transportation."

- 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): **Yes - Description Required**

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:

When needed, tutoring may be provided in a 1:1 situation.

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

During SY 2021-2022 (select one): **Yes - Description Required**

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 Learning Recovery Plan includes providing stand alone and embedded professional development for staff in managing stress and taking care of oneself in demanding circumstances.

- c. Improving family engagement:

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

During SY 2022-2023 (select one): **No**

During SY 2023-2024 (select one): **No**

Description of all SYs - 2021 to 2024:

N/A

- 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: \$0

Percentage: 0

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:

N/A

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

Amount: \$0

Percentage: 0

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

N/A

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:

N/A

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 use NWEA and aimsweb Plus as well as NHSAS and SAT data to identify the needs of students across the district. Teachers, Instructional Coaches and Administrators will participate in data meetings three times a year. The data meetings will support analysis of needs within and across classrooms. Data will be used to determine professional development needs among staff. Most importantly, the data will be used to develop cohesive instructional units as well as assist in identify areas for targeted instruction in math and literacy. The data will also be used to identify students who would potentially benefit from high intensity tutoring. The data meetings will participate All students who fall below the benchmark will be progress monitored using aimsweb Plus, NWEA and NHSAS tools to inform instruction as well as maximize instructional time for students.

In addition to standardized assessments three times a year, teachers will use pre-assessments before starting a unit and ongoing formative assessments throughout instructional units to identify gaps that may interfere with acquiring new skills and concepts. Using before, during and after school tutoring, these gaps will be addressed in real time."

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

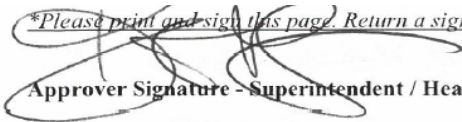
Specific Use Category <i>(User May Delete Current Selection Prior to Assigning Inputs)</i>	General Use Category <i>(May Select Some General Use Categories in Multiple Rows Depending upon Specific Uses; May Delete Current Selection Prior to Assigning Inputs)</i>	Quantifiable Measurement of Expected Outcomes Resulting from Use <i>(Multiple Selections Per Use May Be Selected by Cell; To Clear Selection, Highlight Cell and Enter "Delete")</i>	Learning Laws - Y/N <i>(If Item 20% of an L&L 3 Total Allocation Satisfactorily Reported)</i>	Detailed Use Description <i>(Written Description, Including "Other" Responses: Elements A and C) and/or if Applicable)</i>	Implementation Timeline - Please Select All that Apply					Budgeted To Date Per Use	Spent Through 12/31/21 Per Use	Total AIP ENSR Allocation (as of 8/31/2021)	Total AIP ENSR Allocation Unbudgeted To Date (as of 8/31/2021)
					SY 2020-2021	SY 2021-2022	SY 2022-2023	SY 2023-2024	SY 2024-2025				
High-Dosage Tutoring (Defined As Minimum Ratios Of 1:4 With At Least 3 Sessions Per Week)	Meeting Students' Academic Needs	- Please Select From the Following: May Select Multiple Categories - , % Participating in Math Assessment, % Proficient in ELA Assessment, - Please Select From the Following: May Select Multiple Categories - , % Proficient in Math Assessment, - Please Select From the Following: May Select Multiple Categories - , % Proficient in ELA Assessment, % Proficient in Math Assessment	Yes - Description Required	Tutoring will target students who were most effected by remote learning.	Yes	Yes	Yes	- Please Select -	\$ 1,410,874.52	\$	109,374.81	\$ 3,264,548.53	\$ 527.72
Instructional Quality Professional Development	Meeting Students' Academic Needs	- Please Select From the Following: May Select Multiple Categories - , % Proficient in ELA Assessment, % Proficient in Math Assessment	Yes - Description Required	Professional Development including embedded math coaching and consultation will focus on acceleration of learning, effective tutoring practices and summer learning practices that will meet the needs of students who demonstrate learning loss.	Yes	Yes	Yes	- Please Select -	\$ 1,200,901.18	\$	205,464.96		
Instructional Quality Professional Development	Meeting Students' Social, Emotional and Other Needs	- Please Select From the Following: May Select Multiple Categories - , Average Daily Attendance, Other-Please Specify in Detailed Use Description	Yes - Description Required	Professional Development with Tier 1 practices will address loss in skills with self-regulation and engagement in the classroom, those practices should result in a decrease in student ineligibility as measured by SWIS data report and SWIFT-EIA.	Yes	Yes	Yes	- Please Select -	\$ 109,260.52	\$	22,980.04		
Summer Learning and Enrichment	Meeting Students' Academic Needs	- Please Select From the Following: May Select Multiple Categories - , % Proficient in ELA Assessment, % Proficient in Math Assessment	Yes - Description Required	Students and programming for staff providing instruction for students who are most impacted by learning loss, for grades 1 through 12.	Yes	Yes	Yes	- Please Select -	\$ 188,210.75	\$	90,634.11		
Other Allowed Uses - Specify in Detailed Use Description	Meeting Students' Social, Emotional and Other Needs	- Please Select From the Following: May Select Multiple Categories - , Please Select From the Following: May Select Multiple Categories - , Other-Please Specify in Detailed Use Description, Other-Please Specify in Detailed Use Description	Yes - Description Required	Per diem pay for cohorts of teachers to plan and prepare social emotional learning programs and resources for a Tier 1 and Tier 2 system of support for students in grades k - 12.	No	Yes	Yes	- Please Select -	\$ 97,000.00	\$	-		
Other Allowed Uses - Specify in Detailed Use Description	Meeting Students' Academic Needs	- Please Select From the Following: May Select Multiple Categories - , % Proficient in ELA Assessment, % Proficient in Math Assessment	Yes - Description Required	Per diem pay for cohorts of teachers to plan and prepare for acceleration of learning for students in grades k - 12.	No	Yes	Yes	- Please Select -	\$ 23,280.00	\$	-		
High-Dosage Tutoring (Defined As Minimum Ratios Of 1:4 With At Least 3 Sessions Per Week)	Meeting Students' Academic Needs	- Please Select From the Following: May Select Multiple Categories - , % Proficient in ELA Assessment, % Proficient in Math Assessment	Yes - Description Required	Reading tutoring services provided by Windy Row Learning Center for elementary students for the Summer of 2021.	Yes	No	No	No	\$ 7,735.00	\$	7,735.00		
Other Allowed Uses - Specify in Detailed Use Description	Meeting Students' Academic Needs	- Please Select From the Following: May Select Multiple Categories - , % Proficient in ELA Assessment, % Proficient in Math Assessment	Yes - Description Required	Resources and materials purchased to implement SEL, Tutoring and Acceleration programs.	Yes	Yes	Yes	- Please Select -	\$ 45,000.00	\$	11,667.94		
Summer Learning and Enrichment	Other Allowed Uses	- Please Select From the Following: May Select Multiple Categories - , Other-Please Specify in Detailed Use Description	No	Transportation for summer learning programs.	Yes	Yes	Yes	- Please Select -	\$ 50,000.00	\$	2,631.04		
Other Allowed Uses - Specify in Detailed Use Description	Meeting Students' Social, Emotional and Other Needs	- Please Select From the Following: May Select Multiple Categories - , Average Daily Attendance	Yes - Description Required	Stipend for teachers to coach peers in creating a safe and supportive learning environment.	No	Yes	Yes	- Please Select -	\$ 26,998.83	\$	4,034.72		

Baseline Data SY 2020 to 2021 - For Reference Purposes Only									
LEA Enrollment *(October 2021 Date Prevalent)	% Participation- Math Assessment	% Participation- Science Assessment	% Participation- ELA Assessment	Average Daily Attendance	4-Year Adjusted Cohort Graduation Rate	Inclusion Suspension	Expulsion	Incidents of Bullying / Harassment	
2,062	84	75	84	80%	0%	29	0	23	

X. Authorization

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

ESSER@doe.nh.gov



Approver Signature - Superintendent / Head of School

3/4/2022

Date

Kimberly Rizzo-Saunders

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.