

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](mailto:ESSER@doe.nh.gov) by 1/13/2023.

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

This mandatory template is intended to collect all federally required information from an LEA in a convenient format and to assist LEAs in meeting the federal requirement that, 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:  → Cell C18 Must be Input for Formulas to Populate Correctly
- 2) District ID Number:  → Autopopulates upon Selection
- 3) SAU Number:  → Autopopulates upon Selection
- 4) Date of Publication:
- 5) Approver Name -  
(Superintendent / Head of School):
- 6) Email & Telephone:

## 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:*

The ConVal School District's plan for its use of ARP ESSER funds was published and made publicly available on August 18, 2021. The use of funds was updated on March 4, 2022. The original plan as well as the updated arp-esser-lea-fund-use-2022 were placed on the district website: <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 a PDF format.

- 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 original 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 when possible
- using an easy to read font (arial 14 on original document)
- only underlining hyperlinked text on original document
- 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. The district can offer a spoken version in Spanish, German and Russian. Additionally, the PDF version of the District's plan supports a screen reader option which converts text to speech. The text to speech is available in additional languages.

### 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.

Throughout the implementation of the ARP ESSER Grant, parents, teachers and, when appropriate, students have been surveyed to inform effectiveness of programming. Feedback has enabled the District to make adjustments to distribution of funds.

- 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. A survey to assess effectiveness of summer programming for 2022 was distributed to participating families in August of 2022. The survey results will inform use of ESSER funds for the summer of 2023.

- 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:

*Surveys have been distributed to families that include questions for students to share their experiences with summer and after programming. "Academic Attitude" surveys have been developed to assess students' feelings toward math or literacy before and after participating in tutoring. Additionally, we plan to speak directly to students during a tasc talk to determine how to best meet their needs with summer and after school programming.*

*i) Number of total responses: 74 responses to summer programming (why did or did not participate)*

*ii) Uses consulted on: Academics, Extension Activities, Transportation, Coordination of Services*

*iii) Description of feedback received: For those that did not participate in summer programming, the reasons included "my child needs time off", "offerings did not match my child's needs", "transportation." We are adjusting the programming to address barriers.*

*Please indicate how consultation was:*

**2) Inclusive:** All families received the survey through their school newsletters. Surveys were available in alternative languages upon request. Phone calls were made to some families inviting them to complete the surveys.

**3) Widely advertised and available:** Surveys were sent via newsletters and added to some websites.

**4) Ongoing:** The survey was included in at least 2 newsletters.

- 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*

*ii) Uses consulted on: Academics, Extension Learning, Transportation, Coordination of Services*

*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*

*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:** They 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:** Ongoing surveys of program effectiveness is distributed through principal newsletters.

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

#### Yes - Description Required

**1) Description:**

*Educators and administrators were involved in the creation of the Reopening and Learning Recovery Plan. The plan was shared during initial professional development days. Additionally, the Learning Recovery Director works with schools to implement instructional practices that increase student engagement including before/during/after school tutoring, summer programming and accountable talk practices.*

*i) Number of total responses: N/A*

*ii) Uses consulted on: Academic, Social Emotional Learning, Tutoring, Acceleration of Learning*

*iii) Description of feedback received: Administrators meet once a month to discuss Learning Recovery Practices and made adjustments as needed. Currently, the administrators are making adjustments to walkthrough resources. Additionally, administrators made adjustments to identification of students who receive support. Reallocation of coaching resources to better meet the needs of high need schools.*

*Please indicate how consultation was:*

**2) Inclusive:** All staff participated in the beginning of year professional development and staff meetings.

**3) Widely advertised and available:** The agenda for meetings was shared with staff.

**4) Ongoing:** Weekly check ins with principals, coaches, and tutors enable the Director to assess the effectiveness of the plan and make minor adjustments as needed.

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

**Yes - Description Required**

**1) Description:**

*Educators and administrators were involved in the creation of the Reopening and Learning Recovery Plan. The plan was shared during initial professional development days. Additionally, the Learning Recovery Director works with schools to implement instructional practices that increase student engagement including before/during/after school tutoring, summer programming and accountable talk practices.*

*i) Number of total responses: N/A*

*ii) Uses consulted on: Academics, Social Emotional Learning and Wellness, Tutoring, Acceleration of Learning*

*iii) Description of feedback received: Teachers and administrators made adjustments to identification of students who receive support. Reallocation of coaching resources to better meet the needs of high need schools.*

*Please indicate how consultation was:*

**2) Inclusive:** All staff participated in the beginning of year professional development and staff meetings.

**3) Widely advertised and available:** The agenda for meetings was shared with staff.

**4) Ongoing:** Weekly check ins with principals, coaches, and tutors enable the Director to assess the effectiveness of the plan and make minor adjustments as needed.

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

**No**

**1) Description:** Currently we do not have any tribes in the Monadnock Region.

*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 district has disaggregated data by ethnicity, IEP's and 504's, and economic needs to allocate our ESSER funds. Additionally, the administration has created an organization team made up of community members representing minority groups who will make recommendations to the board in creating a DEIA Steering Committee, creating an RFP to conduct an equity audit and hiring a DEIA Director/Coordinator during the spring of 2023.*

*i) Number of total responses: N/A*

*ii) Uses consulted on: Academics, Social Emotional Learning, Tutoring, Acceleration of Learning*

*iii) Description of feedback received: Adjustments to the Learning Plan have resulted in increased resources for more vulnerable and marginalized students.*

*Please indicate how consultation was:*

**2) Inclusive:** The team reviewing the Learning Plan is made up of community members, parents, school representatives.

3) Widely advertised and available: The plan is available on our website, promoted through press releases, school newsletters

4) Ongoing: The plan is available on our website, promoted through press releases, school newsletters

- 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:**

*In developing the Reopening and Learning Recovery Plan, the Director of Special Education and Director of Student Services were integral members of the development team. The Recovery plan was highly focused on our more vulnerable populations. Throughout the last 6 months, the team has reconvened to review the effectiveness of the plan by disaggregated data specifically among our more vulnerable populations. The district has redistributed resources to those schools that have high numbers of students with disabilities and those that are eligible for free and reduced lunch. The directors also consult with local agencies including River Center and Grape Vine to coordinate services across the 9 communities that make up our district. Additionally, the administration has convened an Organization Team made up of community members and educators to prepare for an equity audit as well as hire a DEIA Director/Coordinator during the spring of 2023.*

*i) Number of total responses: 4 community members are currently on the Organization Team along with the Director of Special Education and Director of Learning Recovery.*

*ii) Uses consulted on: Academics, Social Emotional Learning and Wellness, Tutoring, Acceleration of Learning, Expanded Learning Programs*

*iii) Description of feedback received: Currently, the team is creating a charge, developing an RFP to conduct an Equity Audit and developing a job description for the DEIA Director/Coordinator. The Organization Team will also make recommendations for who should be a part of the Equity Steering Committee ensuring a diverse committee.*

*Please indicate how consultation was:*

2) Inclusive: The team consists of community members, parents, people of color, a retired special educator, a college professor, as well as school personnel.

3) Widely advertised and available: The development of the Organization Team was shared through board meetings, press releases, and school newsletters.

4) Ongoing: Reports of committee progress is shared in board meetings, press releases, and school newsletters.

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

**Somewhat - Description Required**

**1) Description:**

*Before and After school Tutoring has been made available to all students. In schools where students are participating, staff provide supervision until the late bus is available. Additionally, staff are able to walk students to after school programs following tutoring. After school programs will be contacted to alert them of the opportunities for summer programming as well before and after school tutoring and flyers will be distributed to support participation. Transportation for summer learning will include stops at recreation departments.*

*i) Number of total responses: 6 programs to be contacted*

*ii) Uses consulted on: Tutoring, Expanded Learning Programs, Extension Programs*

*iii) Description of feedback received: To be reviewed*

*Please indicate how consultation was:*

2) Inclusive: Information has been shared with all families through newsletters. Press releases reach a group that is often missed with newsletters. Newsletters and press releases are able to be read aloud using text to speech. Every effort will be made to share information/flyers with all community programs in the ConVal School District.

3) Widely advertised and available: School newsletters, website and press releases are available to community members as well as district families.

4) Ongoing: Updated information will shared in press releases, newsletters. Flyers will be distributed to local agencies.

- 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 district offers preschool for all. Staff in the preschools have participated in professional development that reviewed the Learning Recovery Plan. Additionally, preschool coordinators in the district work with local private preschools and are able to connect families to district resources.*

*i) Number of total responses:*

*ii) Uses consulted on: Academics, Tutoring, Social Emotional Learning and Wellness, Expanded Learning Programs*

*iii) Description of feedback received: The ESSER Funds have been revised to include instructional resources for self regulation social emotional learning.*

*Please indicate how consultation was:*

- 2) **Inclusive:** Consultation took place with ConVal preschool staff. The press releases and website information is available to all; however, a concerted effort will be made to share information with private preschools throughout the district.
- 3) **Widely advertised and available:** Website, press releases and school newsletters
- 4) **Ongoing:** Continue with press releases and distribution of flyers to area schools and agencies that support families with 3 - 4 year olds.

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Section 1: General Information																														Section 2: Financial Data					Section 3: Operational Metrics			
Item ID	Description	Category	Unit	Quantity	Value	Cost	Revenue	Profit	Loss	Margin	ROI	Market Share	Customer Satisfaction	Employee Retention	Production Volume	Quality Control	Compliance Score	Environmental Impact	Social Responsibility	Community Engagement	Stakeholder Feedback	Risk Assessment	Strategic Alignment	Competitive Advantage	Innovation Pipeline	Partnership Opportunities	Regulatory Updates	Market Trends	Future Projections	Summary								
001	Product A	Electronics	Units	1000	\$100000	\$60000	\$100000	\$40000		40%	15%	12%	85%	90%	50000	98%	95%	Low	Medium	High	Positive	Low	High	Strong	Active	Stable	Growing	Stable	Stable									
002	Product B	Software	Licenses	500	\$250000	\$150000	\$250000	\$100000		40%	20%	18%	90%	95%	25000	99%	98%	Low	Medium	High	Positive	Low	High	Strong	Active	Stable	Growing	Stable	Stable									
003	Product C	Services	Hours	2000	\$150000	\$90000	\$150000	\$60000		40%	18%	15%	80%	85%	100000	97%	92%	Low	Medium	High	Positive	Low	High	Strong	Active	Stable	Growing	Stable	Stable									
004	Product D	Hardware	Units	3000	\$300000	\$180000	\$300000	\$120000		40%	22%	20%	88%	92%	75000	99%	97%	Low	Medium	High	Positive	Low	High	Strong	Active	Stable	Growing	Stable	Stable									
005	Product E	Cloud	Subscriptions	1500	\$180000	\$108000	\$180000	\$72000		40%	25%	22%	92%	97%	30000	99%	99%	Low	Medium	High	Positive	Low	High	Strong	Active	Stable	Growing	Stable	Stable									



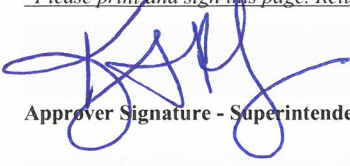
Information on the company's business model										Information on the company's financial model			
1	2	3	4	5	6	7	8	9	10	11	12	13	14

1. Description of the company's business model  
 2. Description of the company's financial model  
 3. Description of the company's risk management strategy  
 4. Description of the company's environmental and social risk management strategy  
 5. Description of the company's human resources management strategy  
 6. Description of the company's information management strategy  
 7. Description of the company's legal and regulatory compliance strategy  
 8. Description of the company's cybersecurity strategy  
 9. Description of the company's data protection strategy  
 10. Description of the company's intellectual property management strategy  
 11. Description of the company's research and development strategy  
 12. Description of the company's marketing and sales strategy  
 13. Description of the company's customer service strategy  
 14. Description of the company's supply chain management strategy

X. Authorization

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

ESSER@doe.nh.gov



Approver Signature - Superintendent / Head of School

Date

12-20-22

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;*

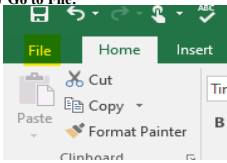
*(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;*

*(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*

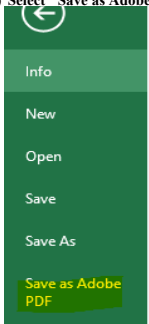
*(iv) Be made publicly available on the LEA's website.*

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

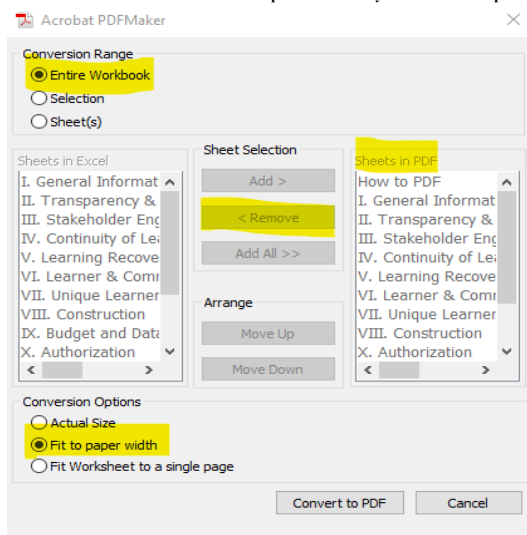
1) Go to File:



2) Select "Save as Adobe PDF":



3) Select "Entire Workbook" and "Fit to paper width." Locate the "IV. Budget and Data Reporting" tab from the list beneath "Sheets in PDF." Select "Remove." The reason is because this spreadsheet is so large, that the information will not easily transpose. The V. Authorization tab will need to be printed manually from Excel. The print range within the Excel workbook has been established for all tabs outlined.



3) Items due to the NHDOE by 01/13/2023:

- A. NH ARP ESSER LEA Fund Use - Excel Workbook
  - i Print the "V. Authorization" tab from Excel file
  - i Manually print and sign the "V. Authorization" tab from Excel file
- B. NH ARP ESSER LEA Fund Use - PDF Version
- C. Return each item listed above in one email message to ESSER@doe.nh.gov (3 separate attachments)