

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 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/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>12/19/2022</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 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

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 news letters.
- 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.



Name of State <small>State of Karnataka</small>	District <small>District of Bangalore</small>	Ward No. <small>Ward No. 10</small>	Polling Station <small>Polling Station No. 10</small>	Name of Candidate <small>Name of Candidate</small>	Party Name <small>Party Name</small>															Party Name <small>Party Name</small>																			
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Section 100 - Financial Statements										Section 101 - Financial Statements					Section 102 - Financial Statements															Section 103 - Financial Statements																			
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Section 100 - Financial Statements: 100-001, 100-002, 100-003, 100-004, 100-005, 100-006, 100-007, 100-008, 100-009, 100-010. Total: 100-001 to 100-010.

Section 101 - Financial Statements: 101-001, 101-002, 101-003, 101-004, 101-005. Total: 101-001 to 101-005.

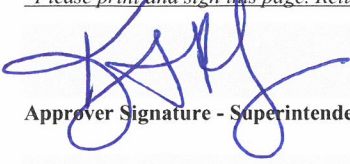
Section 102 - Financial Statements: 102-001, 102-002, 102-003, 102-004, 102-005, 102-006, 102-007, 102-008, 102-009, 102-010, 102-011, 102-012, 102-013, 102-014, 102-015, 102-016, 102-017, 102-018, 102-019, 102-020, 102-021, 102-022, 102-023, 102-024, 102-025, 102-026, 102-027, 102-028, 102-029, 102-030. Total: 102-001 to 102-030.

Section 103 - Financial Statements: 103-001, 103-002, 103-003, 103-004, 103-005. Total: 103-001 to 103-005.

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