

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, requirement that, an LEA shall publish an LEA ARP ESSER Plan, which is often called a "school district use of funds plan." See the Department of Education's most current guidance posted here: <https://omb.report/ocr/202201-1810-002/doc/117519100>.

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

I. General Information

- | | | |
|--|---|---|
| 1) School District / Charter School Name: | Conway | → Cell C18 Must be Input for Formulas to Populate Correctly |
| 2) District ID Number: | 113 | → Autopopulates upon Selection |
| 3) SAU Number: | 9 | → Autopopulates upon Selection |
| 4) Date of Publication: | Revised January 2023 | |
| 5) Approver Name -
(Superintendent / Head of School): | Kevin Richard | |
| 6) Email & Telephone: | krichard@sa9.org ; 603-447-8368 | |

II. Transparency and Accessibility

- 1) This plan for the LEA's Use of ARP ESSER funds was published and made publicly available online at the following specific web address:

Yes - Description Required

Description:

https://www.sau9.org/covid-19_information/e_s_s_e_r_use_of_funds_plans

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

Yes - Description Required

Description:

The plan, as a pdf document, is posted on the home page of the SAU9 website.

- 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:

The plan is written in English, with language specifically chosen to ensure easy readability. Our demographics indicate that we have very few families who cannot access text in English. For those who are not able to access text in English, we have Family Support Liaisons in each building who work with families to ensure they have the support and resources they need. The document

- 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:

Each school has a Family Support Liaison. That individual works with families to ensure they have access to the information needed in an appropriate format.

III. Stakeholder Engagement

Best Practices in Implementing ARP ESSER LEA Use of Funds Plan

- 1) How the LEA provided the public the opportunity to provide input in the development of the LEA's plan for the use of ARP ESSER funds:

Yes - Description Required

Description:

The LEA engaged with stakeholders to develop the plan for using ARP ESSER funds. There is a survey posted to the SAU9 website through which individuals can provide input as to the use of ARP ESSER funds. The development of a strategic plan during the 2020 school year allowed us to engage with a diverse group of stakeholders to identify priorities. During that time, data was collected using community forums, surveys, and focus groups. Some meetings were face to face while others were virtual. All meetings were open to the public. For face to face meetings, supports such as food and child care

- 2) How the LEA took public input into account regarding the development of the LEA's plan for the use of ARP ESSER funds (please choose one):

Yes - Description Required

Description:

The LEA took the community developed goals and action steps of the strategic plan and used those to shape the budget for the ARP ESSER use of funds. Additionally, members of the community provided additional input regarding student needs during additional public meetings. These needs have been incorporated in the ARP ESSER budget through the inclusion of items such as access to free tutoring and the hiring of a school social worker to help address identified mental health needs.

- 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:

During the strategic planning process students were able to provide input into goals and action steps by participating in a focus group conversation. There were student representatives on our team who developed our Portrait of a Learner which became the foundation for our Strategic Plan. We used to Strategic Plan as the foundation for the ESSER budget development.

i) Number of total responses: There were several district surveys sent out to students to identify barriers to learning throughout the pandemic.

Multiple surveys resulted in over 1000 responses.

ii) Uses consulted on: After each survey, adjustments to instructional delivery, resources and programming were made. Three surveys were given to students to address learning in a pandemic.

iii) Description of feedback received: Students provided feedback about programming needs, technology implementation, staff connectivity, and changes to education.

Please indicate how consultation was:

2) Inclusive: All students were provided multiple opportunities to fill out surveys. Focus groups were facilitated during the strategic planning process to elicit student feedback. During the fall of 2021 and winter of 2022 the School Social Worker at KHS facilitated focus group discussions with students to identify on-going needs. There was a student focus group in the spring of 2022 involving 10 students who provided additional information.

3) Widely advertised and available: Surveys distributed to all students. Volunteers were solicited for the Strategic Planning process. High School Social Worker made focus group conversations available to all students.

4) Ongoing: Continued conversations with students through family support liaisons, guidance counselors and social workers

- b. Families (please choose one):

Somewhat - Description Required

1) Description:

During the strategic planning process families were able to provide input into the goals and action steps through surveys and focus group conversations. There were family representatives on our team who developed our Portrait of a Learner. The Portrait of a Learner became the foundation for our strategic plan, which was used to guide the development of the ESSER budget. Additionally, there is a survey posted to the COVID section of our website through

i) Number of total responses: There were several district surveys sent out to families to identify barriers to learning through a pandemic. Multiple surveys resulted in over 1,500 responses.

ii) Uses consulted on: Student academic and social needs

iii) Description of feedback received: Families provided feedback about programming needs, technology implementation, staff connectivity, and changes to education.

Please indicate how consultation was:

2) Inclusive: All individuals interested in providing input were able to do so. There is also a survey posted on our website to allow individuals to provide feedback and input specific to the Use of Funds plans.

3) Widely advertised and available: Opportunities to provide input were shared through school message broadcasts and were posted on the SAU9 website.

4) Ongoing: The survey on the website is open and accepting responses. There is the opportunity for public comment at all school board meetings. Additionally, contact information for school administrators and SAU staff is publically available.

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

Yes - Description Required

1) Description:

School district administrators, including special education administrators, meet weekly. During those meetings there is discussion regarding needs and available funds.

i) Number of total responses: 15

ii) Uses consulted on: All aspects of plan development

iii) Description of feedback received: Administrators have shared need for social emotional support, mental health support, tutoring, access to programming outside of the school day and year, teachers to reduce class sizes and provide additional learning opportunities. They also identified

Please indicate how consultation was:

2) Inclusive: All administrators, including special education administration, are included in the weekly meetings.

3) Widely advertised and available: All administrators are aware of our meeting schedule and agendas are shared weekly

4) Ongoing: Meetings take place weekly

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

Yes - Description Required

1) Description:

The involvement of all stakeholders, including teachers, school principals, and other school staff, was critical in developing the School Re-Entry Plans, the Return to School Plan, and our Strategic Plan. There have been ongoing meetings of committees for this work, with each stakeholder group represented. There are ongoing meetings with union personnel to address education issues and challenges during the pandemic. Additionally, there is a survey posted to the SAU9 website through which staff can provide input into the use of ARP ESSER funds.

i) Number of total responses: There were over 40 members of the Return to School planning committee, with representatives from various stakeholder groups including teachers, unions, staff, school leaders, school board members, and the medical community.

ii) Uses consulted on: Student/staff needs

iii) Description of feedback received: Identified needs include social emotional support, mental health support, tutoring, access to programming outside of the school day and year, teachers to reduce class sizes and provide additional learning opportunities. They also identified current challenges and brainstormed strategies for addressing them.

Please indicate how consultation was:

2) Inclusive: All teachers are expected to attend faculty meetings. They all have access to the online survey.

3) Widely advertised and available: Schedules are distributed and the survey has been shared with staff

4) Ongoing: Faculty meetings take place each month; The survey is open and collecting responses

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

- Please Select -

1) Description:

i) Number of total responses:

ii) Uses consulted on:

iii) Description of feedback received:

Please indicate how consultation was:

2) Inclusive:

3) Widely advertised and available:

4) Ongoing:

f. Civil rights organizations, including disability rights organizations (please check one):

Somewhat - Description Required

1) Description:

The Special Services Parent Engagement Council Leadership Team has been discussing the needs of students and families resulting from COVID-19. Additionally, the Out of School Time Career Pathways Grant leadership team focuses on ensuring students furthest from opportunity are effectively engaged and supported in their learning.

i) Number of total responses: 15

ii) Uses consulted on: Student needs

iii) Description of feedback received: Students furthest from opportunity are often unaware of opportunities that exist. They also experience different barriers, including transportation.

Please indicate how consultation was:

2) Inclusive: Peer to peer invitations, website development, social media

3) Widely advertised and available: Peer to peer invitations, website development, social media

4) Ongoing: Meetings occur monthly

- 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:

Educators, administrators, and parents of students with disabilities, English learners, children experiencing homelessness, youth in foster care, and those who are often underserved have been engaged to identify needs and ways to address them. We have contracted with NH Parent Information Center for ongoing support and consultation. We also engage with our Out of District Coordinator/Court Liaison, Family Support Liaisons, our Learning Through Connections Teachers, and the Special Education Admin Team members to identify needs specific to these students.

i) Number of total responses: We have engaged more than 25 individuals to elicit information specific to this population of students.

ii) Uses consulted on: Needs specific to students within this population.

iii) Description of feedback received: Many of these students require access to support beyond the school day to address gaps in learning resulting from the pandemic. They also are in need of support to develop social emotional learning skills.

Please indicate how consultation was:

2) Inclusive: Meetings are open to the public. All educators and administrators have been provided opportunities to share ideas/feedback.

3) Widely advertised and available: A survey is posted to the website to ensure access. Public comment at school board meetings has allowed many parents and community members the space to share their thoughts about our use of ARP ESSER funds.

4) Ongoing: There is an open survey posted to the website. Public comment is a standing School Board agenda item. Agendas are posted publicly.

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

Yes - Description Required

1) Description:

Project SUCCEED is Conway's Before and After School Enrichment program. The Program Director and advisory board have made recommendations regarding current and anticipated needs that have been incorporated into the ARP ESSER budget. Additionally, the MWV Career Tech School to Career Camps were provided free of charge last year using other funds. There are funds budgeted in ARP ESSER to continue this process.

i) Number of total responses: unknown

ii) Uses consulted on: Student needs that can be met through these programs.

iii) Description of feedback received: There is an identified need to increase student engagement and provide enrichment opportunities to address lost opportunities to learn.

Please indicate how consultation was:

2) Inclusive: Project SUCCEED and School to Career Advisory board provided feedback regarding student needs. School to Career Director works closely with community organizations.

3) Widely advertised and available: Survey posted on website providing opportunity for feedback.

4) Ongoing: Survey posted on website to provide opportunity for feedback.

- 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):

Somewhat - Description Required

1) Description:

The Director of Special Services for SAU9 collaborates closely and regularly with early childhood programs within the community. The local early childhood education providers follow the Re-entry and Return to School Plans established within the SAU. Transitional activities were planned during the summer months to help integrate students into the different schools and address lost opportunities to experience early childhood learning. The district Student Services Coordinator and the PreSchool coordinator worked with local ECE providers through the pandemic to ensure these children had access to education and needed supports.

i) Number of total responses: unknown

ii) Uses consulted on: Needs of early childhood students and their families

iii) Description of feedback received: Many of these students had disjointed ECE experiences. As a result there are gaps in social emotional and academic skill among our youngest learners.

Please indicate how consultation was:

2) Inclusive: Any person is able to provide feedback using the survey posted to our website.

3) Widely advertised and available: Survey is posted on the website. Special Services coordinator and Early Childhood Special Educator visited each site.

4) Ongoing: Special Services coordinator and service providers visit each site regularly, providing opportunity to offer feedback. All feedback is considered.

Other Allowed Uses					Remaining ARP ESSER Mandatory Subgrant Funds <i>Note: Remaining funding should be allocated by percentage across categories and should total 100%.</i>	Planned Uses of Remaining ARP ESSER Subgrant Funds by Percentage <i>Note: Categories must total to 100%</i>					The total amount reserved by the LEA to address the impact of learning loss	Total expenditures of ARP ESSER LEA Learning Loss Reserve in this reporting period	Activities or interventions the LEA implemented to satisfy the LEA's mandatory Learning Loss res with requirement of ARP ESSER funds													LEA to Also Complete Columns B8B to B9				
i. Other Purchased Services	ii. Supplies	iii. Property	iv. Debt Service and Miscellaneous	v. Other Items		% Remaining Funds Planned for Addressing Physical Health and Safety	% Remaining Funds Planned for Meeting Students' Academic, Social, Emotional, and Other Needs (Including Mental Health Supports)	% Remaining Funds Planned for Mental Health Supports for Students and Staff	% Remaining Funds Planned for Operational Continuity and Other Uses	% Remaining Funds Not Yet Planned for Specific Use			a. Summer learning or summer enrichment	b. After-school programs	c. Extended instructional time (school day, school week, or school year)	d. Tutoring	e. Additional classroom teachers	f. Other additional staffing and/or activities to assess and support social-emotional well-being (including mental health needs for students, educators and/or families)	g. Other additional activities to assess and support mental health needs for students, educators and/or families	h. Other additional staffing and/or activities to identify and/or respond to unique student needs and/or provide targeted support for vulnerable students (including low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care)	i. Universal screening, assessments, and intervention data systems, such as early warning systems and/or opportunity to learn data systems	j. Improved coordination of services for students with multiple types of needs, such as full-service community schools or improved coordination with partner agencies, such as foster care services	k. Early childhood programs	l. Curriculum adoption and learning materials	m. Core staff capacity building/training to increase instructional quality and advance investments in student pipelines for teachers and/or classified staff	n. Other	o. Description of other activities (1500 character limit)	Please describe how the selected activities or interventions respond to students' academic, social, and emotional needs. (5,000 character limit)	Total ARP ESSER Allocation (as of 01/13/2023)	Total ARP ESSER Allocation Unexpended To Date (as of 01/13/2023)
\$1,052,400	\$14,983,000	\$28,698,000	\$798,641	\$264,600	\$1,719,733.55	60	20	10	10	0	\$750,000.00	\$1,937,400.00	FALSE	TRUE	FALSE	TRUE	TRUE	TRUE	TRUE	FALSE	TRUE	FALSE	TRUE	TRUE	FALSE	N/A	Description of how activities impacted underserved student groups	\$5,709,898.00	\$2,034,640.24	
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,370,091.00	17%	60%	10%	10%	3%	\$90,375.72	\$,977.95	FALSE	FALSE	FALSE	FALSE	FALSE	TRUE	TRUE	TRUE	FALSE	FALSE	FALSE	TRUE	TRUE	FALSE	N/A	To date, activities funded to address loss opportunities to have funded through ARP ESSER have provided access to enrichment experiences, professional development, and improved tools to track student growth and achievement. Additional activities have taken place (i.e. tutoring, summer programming, additional staffing) but they have been funded through other sources including ESSERB.	\$4,491,879.62	\$131,321.53

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

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

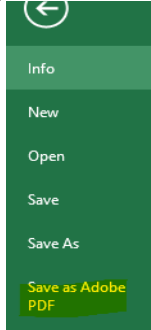
(iv) Be made publicly available on the LEA's website.

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

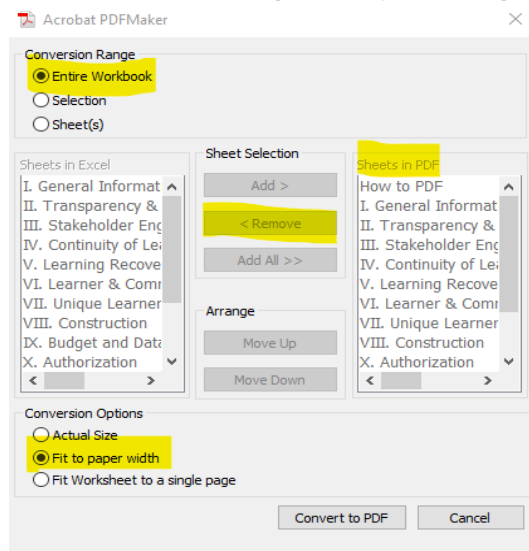
1) Go to File:



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
 - ii. 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)