

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: Kearsarge Regional → Cell C18 Must be Input for Formulas to Populate Correctly
- 2) District ID Number: 276 → Autopopulates upon Selection
- 3) SAU Number: 65 → Autopopulates upon Selection
- 4) Date of Publication: 1/13/2023
- 5) Approver Name -  
(Superintendent / Head of School): Winfried Feneberg
- 6) Email & Telephone: [wfeneberg@kearsarge.org](mailto:wfeneberg@kearsarge.org)

## 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.kearsarge.org/sites/g/files/vyhlf731/f/pages/2122\\_lrp-esser\\_district\\_plan\\_august\\_23\\_with\\_intro\\_letter\\_0.pdf](https://www.kearsarge.org/sites/g/files/vyhlf731/f/pages/2122_lrp-esser_district_plan_august_23_with_intro_letter_0.pdf)

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

**Yes - Description Required**

**Description:**

Plan was provided in digital format at the address listed in 1 above.

- 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:**

99% of our community population reads english. However, the plan was also presented on our web site that will translate.

- 4) The plan, upon request by a parent who is an individual with a disability, is provided in an alternative format accessible to that parent (please choose one):

**Yes - Description Required**

**Description:**

The plan can be accessed by individuals with a disability through alternative means and accommodations, such as formats for those hard of hearing or with visual impairments.

### 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:

Public input was solicited in a variety of ways and on multiple occasions. Public participation was sought during Kearsarge Regional School Board meetings with posted agenda items. Members of the public (both in person and through virtual participation) provided input to the School Board and administration on needs and priorities resulting from the COVID-19 pandemic and its effect on learning. The district also conducted an online survey seeking input on and suggestions about the use of ESSER/ARP funds made available to the district. The survey was sent to all students, staff, and parents in the district. The survey was also posted and publicly available to others in the community through the [www.kearsarge.org](http://www.kearsarge.org) website.

- 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:

Multiple meetings of the Reopening Task Force included teachers, parents, students, administration and others who provided input to the formulation of the needs and possible intervention and mitigation strategies targeted with available ESSER/ARP funds. The feedback from the Reopening Task Force as well as public input from survey results and public meetings were analyzed and considered for inclusion in the ESSER/ARP plan.

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

#### Yes - Description Required

##### 1) Description:

*Students and student representatives to the school board provided input and suggestions through public surveys, in person and virtual participation at School Board meetings, and direct involvement in work sessions of the district reopening taskforce. Priorities were identified and incorporated in the ARP/ESSER plan.*

*i) Number of total responses: 300+*

*ii) Uses consulted on: Social-emotional, community, and athletic offerings to mitigate the isolating effects of COVID-19; purchase or rental of*

*iii) Description of feedback received: Positive feedback due to involving student participation and voice. Students expressed satisfaction about being active partners in the development of grant activities that addressed their particular needs, especially in the mental health and social emotional domains.*

*Please indicate how consultation was:*

**2) Inclusive:** Student leaders and student peers were invited to participate. Meetings were open to the whole student body. Active involvement of student representatives to the School Board took place during work sessions and board sessions.

**3) Widely advertised and available:** Announcements to student body at secondary schools as well as postings on district website. Personal invitations by administration and teachers. Student representatives to the Board were encouraged to provide input. Community forums and surveys were

**4) Ongoing:** Student representatives are involved in Board meetings as ARP/ESSER initiatives are discussed and modified. Students have the opportunity to approach school administrators, guidance counselors, and teachers, as well as the SAU office, with suggestions and new initiatives that may be incorporated on an ongoing basis in the grant proposal.

- b. Families (please choose one):

#### Yes - Description Required

##### 1) Description:

*Families provided input and suggestions through public surveys, in person and virtual participation at School Board meetings, and direct involvement in work sessions of the district reopening taskforce. Priorities were identified and incorporated in the ARP/ESSER plan.*

*i) Number of total responses: 300+*

*ii) Uses consulted on: Input on proposed expenditures for COVID-19 was received related to mitigation of learning loss, remediation needs,*

*iii) Description of feedback received: Parents and families made suggestions for tutoring help, summer programming, transportation solutions for athletics, summer arts and stem camps. Utilized multiple means to communicate their input.*

*Please indicate how consultation was:*

**2) Inclusive:** District outreach to all parents and community members through multiple media

**3) Widely advertised and available:** District outreach to all parents and community members through multiple media

**4) Ongoing:** District board and administration continue to solicit, listen to, and respond to suggestions and input. Most recently and with the decline of COVID-necessitated quarantine absences, parent input indicated a reduced need for online tutorials while students remain at home. Emerging needs indicated an interest in increased counseling and social-emotional support particularly for elementary students.

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

**Yes - Description Required**

**1) Description:**

*School and district administrators provided input and suggestions through public surveys, in person and virtual participation at School Board meetings, and direct involvement in work sessions of the district reopening taskforce. Priorities were identified and incorporated in the ARP/ESSER plan.*

*i) Number of total responses: 22+*

*ii) Uses consulted on: Planning of building upgrades, facilities and air quality improvements, expansion of early education programming to*

*iii) Description of feedback received: All administrators participated in discussion, decision making, and implementation of use of funds. Multiple administrative and board meetings, planning sessions, and individual conversations in teams provided useful feedback about feasibility and necessity of various uses of funds. We consulted with architects, fire officials, contract engineers, and town officials on best use and construction of the planned KRPS-B facility for our youngest learners. Utilized available input and suggestions in reformulating exact plans for the facility.*

*Please indicate how consultation was:*

**2) Inclusive:** Every administrator continues to have a voice in the process.

**3) Widely advertised and available:** Scheduled daily, bi-weekly, and monthly meetings with various groups of administrators take place with the expectation of full attendance. Easily accessible through in person or virtual means.

**4) Ongoing:** Ongoing meetings throughout the year. ARP/ESSER use of funds repeatedly on the meeting agendas. Continued focus on how the district budget process can integrate with and support the use of ARP/ESSER funding in building the KRPS-B site for the start of the 2023-24 school year

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

**Yes - Description Required**

**1) Description:**

*Teachers provided input and suggestions through public surveys, in person and virtual participation at School Board meetings, and direct involvement in work sessions of the district reopening taskforce. Priorities were identified and incorporated in the ARP/ESSER plan.*

*i) Number of total responses: 100 - 150*

*ii) Uses consulted on: Planning of building upgrades, facilities and air quality improvements, expansion of early education programming to*

*iii) Description of feedback received: Teachers (individually, in staff meetings, or through their union representatives) provide constructive feedback on possible and feasible uses of ARP/ESSER funds. Consultation with union representatives has also yielded innovative ways to address teacher shortages and classroom coverage due to COVID related illness and recruiting issues.*

*Please indicate how consultation was:*

**2) Inclusive:** Every teacher, staff member, administrator is encouraged and invited to provide feedback and input. Ongoing discussion at staff meetings at each school. Invitation to provide ideas and modifications to the existing plans.

**3) Widely advertised and available:** Opportunities to provide input is provided during staff meetings, district wide announcements, and invitations to participate in surveys. More detailed discussions and input sessions with preschool staff to determine best way to expand program to KRPS-Bradford

**4) Ongoing:** Opportunities to provide input is provided during staff meetings and multiple formal and informal meetings throughout the year.

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

**Somewhat - Description Required**

**1) Description:**

*Tribes provided input and suggestions through public surveys, in person and virtual participation at School Board meetings, and direct involvement in work sessions of the district reopening taskforce. Priorities were identified and incorporated in the ARP/ESSER plan.*

*i) Number of total responses: 2*

*ii) Uses consulted on: All possible uses*

*iii) Description of feedback received: District liaison to tribal representatives reports positive feedback. Limited specific suggestions received.*

*Please indicate how consultation was:*

**2) Inclusive:** Outreach to known individuals and representative contacts in the area (e.g. Kearsarge Indian Museum staff)

**3) Widely advertised and available:** Limited to individual conversations with tribal representatives

**4) Ongoing:** Yes, same representatives are actively involved with the school district

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

**Yes - Description Required**

**1) Description:**

*Civil rights organizations provided input and suggestions through public surveys, in person and virtual participation at School Board meetings, and direct*

*involvement in work sessions of the district reopening taskforce. Priorities were identified and incorporated in the ARP/ESSER plan.*

- i) Number of total responses: 15+*
- ii) Uses consulted on: Extensive suggestions made by NHDRC which were reviewed by the special education administration and superintendent*
- iii) Description of feedback received: Members of the PPG continue to work with the special services administrator to address existing and future needs arising from COVID-19 which will be addressed using ESSER funds. Specific recommendations were made by NH Disabilities Rights Center as well. One of the many recommendations*

*Please indicate how consultation was:*

- 2) Inclusive:** Consultation was available to anybody interested in providing input, specifically NHDRC and Kearsarge Parent Partnership Groups were involved.
- 3) Widely advertised and available:** Active outreach and consideration of unsolicited feedback
- 4) Ongoing:** Ongoing meetings with PPG and other groups as needed and desired

- 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:**

*Stakeholders provided input and suggestions through public surveys, in person and virtual participation at School Board meetings, and direct involvement in work sessions of the district reopening taskforce. Priorities were identified and incorporated in the ARP/ESSER plan.*

- i) Number of total responses: 10-15*
- ii) Uses consulted on: All possible uses available were explained and input on most appropriate and helpful mitigation strategies was obtained.*
- iii) Description of feedback received: District administrators for the referenced groups conducted active outreach and received suggestions and specific recommendations from representatives of named groups, focusing on interventions for students in the groups (learning loss, access to tutoring, remedial services, social-emotional supports, and technology needs)*

*Please indicate how consultation was:*

- 2) Inclusive:** Every subgroup was individually approached and consulted for specific feedback
- 3) Widely advertised and available:** Targeted advertisement and direct contact, widely available through district media outreach and individual contact
- 4) Ongoing:** Ongoing consultation with district administrator responsible for working with representatives from those stakeholder groups. Input and changing mitigation needs are considered as they emerge and brought to the attention of the Director of Student Support Services.

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

**Yes - Description Required**

**1) Description:**

*Community-based organizations provided input and suggestions through public surveys, in person and virtual participation at School Board meetings, and direct involvement in work sessions of the district reopening taskforce. Priorities were identified and incorporated in the ARP/ESSER plan.*

- i) Number of total responses: 10+/-*
- ii) Uses consulted on: Before and after school programming; tutoring for children affected by COVID-19 or family quarantine; early childhood*
- iii) Description of feedback received: Discussion about after school program expansion at Sutton Elementary School in cooperation with the Capital Region B&G club. Feedback from local daycare provider in Bradford to explore additional cooperation with the new KRPS-Bradford program after September 2023.*

*Please indicate how consultation was:*

- 2) Inclusive:** Several local and regional organizations were contacted and consulted with. For instance, the superintendent and Board members met with the Warner, NH economic development subcommittee to discuss the feasibility of additional before and after school programming in partnership
- 3) Widely advertised and available:** Direct solicitation and district-wide advertisement of feedback session
- 4) Ongoing:** Efforts under 2) above are continuing and ongoing

- 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):

**- Please Select -**

**1) Description:**

*Early childhood education providers input and suggestions through public surveys, in person and virtual participation at School Board meetings, and direct involvement in work sessions of the district reopening taskforce. Priorities were identified and incorporated in the ARP/ESSER plan.*

- i) Number of total responses: 4-6*
- ii) Uses consulted on: Development and expansion of early childhood options for area parents*
- iii) Description of feedback received: A strong support for additional options for parents of young children was expressed in all seven communities, and in particular in the Southern part of the large district.*

*Please indicate how consultation was:*

- 2) Inclusive:** All area residents, parents, families, staff, and students were invited to provide feedback and suggestions for the ARP/ESSER use of

**funds**

**3) Widely advertised and available: Widely advertised and promoted. Additional feedback was received after repeated publication of actions via District Facebook page and District website.**

**4) Ongoing: Ongoing planning and plan development for expansion of preschool options. Continued stakeholder engagement through collaborative meetings with area preschool and before/after school program providers in the area. One such meeting was taking place in New London on February**



Section 1: General Information												Section 2: Financial Summary		
Item	Description	Value	Unit	Category	Code	Notes	Item	Description	Value	Unit	Category	Total	Average	Max
1	Item 1	100	kg	Food	F001	Notes for Item 1	1	Item 1	100	kg	Food	100	100	100
2	Item 2	200	kg	Food	F002	Notes for Item 2	2	Item 2	200	kg	Food	200	200	200
3	Item 3	300	kg	Food	F003	Notes for Item 3	3	Item 3	300	kg	Food	300	300	300
4	Item 4	400	kg	Food	F004	Notes for Item 4	4	Item 4	400	kg	Food	400	400	400
5	Item 5	500	kg	Food	F005	Notes for Item 5	5	Item 5	500	kg	Food	500	500	500
6	Item 6	600	kg	Food	F006	Notes for Item 6	6	Item 6	600	kg	Food	600	600	600
7	Item 7	700	kg	Food	F007	Notes for Item 7	7	Item 7	700	kg	Food	700	700	700
8	Item 8	800	kg	Food	F008	Notes for Item 8	8	Item 8	800	kg	Food	800	800	800
9	Item 9	900	kg	Food	F009	Notes for Item 9	9	Item 9	900	kg	Food	900	900	900
10	Item 10	1000	kg	Food	F010	Notes for Item 10	10	Item 10	1000	kg	Food	1000	1000	1000
Total												5000	5000	5000



**X. Authorization**

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

[ESSER@doe.nh.gov](mailto:ESSER@doe.nh.gov)



12/21/2022

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

**Date**

Winfried Feneberg

**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;*

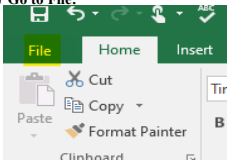
*(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;*

*(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*

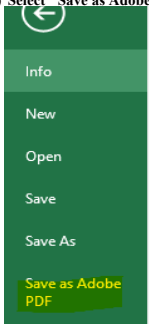
*(iv) Be made publicly available on the LEA's website.*

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

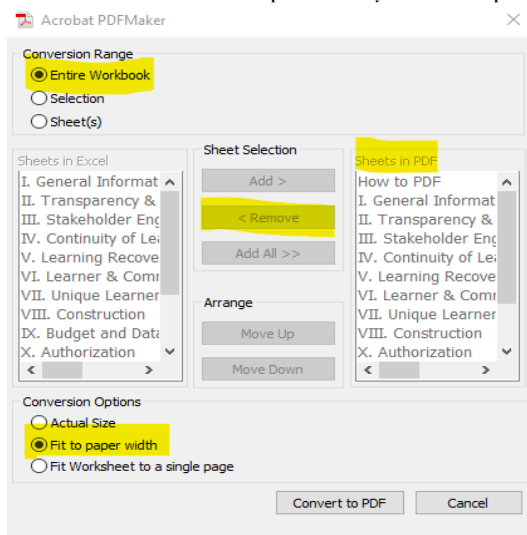
1) Go to File:



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)