

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 2/23/2022.

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

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

For further context, please reference ARPA (<https://www.congress.gov/bills/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:                | <u>Kearsarge Regional</u>   | → Cell C18 Must be Input for Formulas to Populate Correctly |
| 2) District ID Number:                                   | <u>276</u>  | → Autopopulates upon Selection                              |
| 3) SAU Number:   | <u>65</u>   | → Autopopulates upon Selection                              |
| 4) Date of Publication:                                  | <u>8/23/2021</u>  |   |
| 5) Approver Name -<br>(Superintendent / Head of School): | <u>Winfried Feneberg</u>  |   |
| 6) Email & Telephone:                                    | <u><a href="mailto:wfeneberg@kearsarge.org">wfeneberg@kearsarge.org</a>, 603-526-9178</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:**

[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 vans to allow for safe participation at athletic events off campus; assistance with organization of student activities during the school year, during vacation times, and around extracurricular times in the summer months.*

*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 advertised to students and adults alike.

##### 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:

*See below.*

*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, facilities improvement, and/or safety measures to ensure return to in person learning. Surveys, meetings, and email were utilized as means to contact the district.*

*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.

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

**Yes - Description Required**

**1) Description:**

*See below.*

**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 address potential and actual learning loss of youngest learners in the district.*

**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.*

*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.

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

**Yes - Description Required**

**1) Description:**

*See below.*

**i) Number of total responses:**

100+

**ii) Uses consulted on:**

*Planning of building upgrades, facilities and air quality improvements, expansion of early education programming to address potential and actual learning loss of youngest learners in the district. Teachers continuously provide feedback on remediating learning loss, use of COVID tutors for their children affected by quarantine, and planning of summer learning loss mitigation programs.*

**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.*

*Please indicate how consultation was:*

**2) Inclusive:**

Every teacher, staff member, administrator is encouraged and invited to provide feedback and input

**3) Widely advertised and available:**

Opportunities to provide input is provided during staff meetings, district wide announcements, and invitations to participate in surveys

**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:**

Limited local contacts with tribal representatives. Attempts were made with known representatives for active involvement in ARP/ESSER planning.

**i) Number of total responses:**

2

**ii) Uses consulted on:**

All possible uses.

**iii) Description of feedback received:**

Positive feedback and suggestions received.

*Please indicate how consultation was:*

**2) Inclusive:**

Outreach to known individuals and representative contacts.

**3) Widely advertised and available:**

Individual conversations with 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:**

*See below.*

**i) Number of total responses:**

15+

**ii) Uses consulted on:**

*Extensive suggestions made by NHDRC in a recent communication to the district were reviewed by the special education administration and superintendent, and considered in the creation of the reopening plan and anticipated ESSER/ARP use of funds. There is also a very active parent partnership group (PPG) in the district which provides valuable suggestions as to necessary interventions for students with disabilities.*

**iii) Description of feedback received:**

*Members of the PPG 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.*

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:**

*See below.*

**i) Number of total responses:** 10+

**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, technology needs).*

Please indicate how consultation was:

**2) Inclusive:** Every subgroup was individually approached to provide 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:**

*See below.*

**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 program support.

**iii) Description of feedback received:** Discussion about after school program expansion at Sutton Elementary School in cooperation with the Capital Region B&G club.

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 with private providers in town. The district early childhood program director contacted local preschools to collect input as to potential interventions, services, or partnerships that could assist the youngest learners in the district. Elementary principals reached out to the Capital Region Boys & Girls Club and the YMCA to facilitate expanded before and after school programming for students.

**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):

**Yes - Description Required**

**1) Description:**

- i) Number of total responses:* 4
- 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.

**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 is taking place in New London on February 24, 2022 with town officials, local college representatives, YMCA, church groups, and business representatives to review options the school district can support for families of students.

#### IV. Supporting the Continuous and Safe Operation of In-Person Learning

- 1) The extent to which and how LEA ARP ESSER funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning:

*Note: Federal regulation on this plan requires such reporting, but does not require adoption of CDC safety recommendations. The NH DOE recognizes schools will implement localized safety measures based on the guidance provided by the CDC, NH Public Health, and local public health officials.*

**Description During SY 2021-2022:**

[https://www.kearsarge.org/sites/g/files/vyhli731/f/pages/kearsarge\\_reopening\\_plan\\_2.0\\_v.8\\_12\\_21.pdf](https://www.kearsarge.org/sites/g/files/vyhli731/f/pages/kearsarge_reopening_plan_2.0_v.8_12_21.pdf)

V. Addressing the Academic Impact of Lost Instructional Time (At least 20 percent of an LEA's Allocation)

- 1) How the LEA will identify individual student learning loss, including among students most likely to have experienced the impact of lost instructional time on student learning, such as:
  - a. Students who did not consistently participate in remote instruction when offered during school building closures;
  - b. Students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and
  - c. Students most at-risk of dropping out of school.

**Description During SY 2021-2022:**

The district maintains a student information system which monitors student attendance, as well as transcripts of learning competency attainment. This system is a resource supporting an integral and systemic multi-tiered system of support (MTSS) program at the elementary, middle, and high school levels. The MTSS system is supported by Response to Intervention (RTI) teams in each school who, in turn, review student learning needs and target interventions to close learning gaps and mitigate learning loss as necessary. Within the RTI scope of responsibilities, teams are tasked with identifying and assigning competency recovery interventions, as well as drop out prevention assistance. These interventions are also supported by Guidance, Social Workers, and other building mental health providers who seek to coordinate and reinforce interventions relating to trauma as a result of the pandemic.

- 2) How the LEA will use the funds it reserves to address the academic impact of lost instructional time through:

**Description During SY 2021-2022:**

The District will utilize ESSER funds to hire Covid-19 Distance Learning Tutors in support of students in quarantine and isolation protocols. Tutors will provide up to 10 hours of tutorial support for students in isolation or quarantine from Covid-19. Additionally, the district will use ESSR funds to hire supplemental staff to reduce class sizes in an effort to increase social distancing among students. Resources from ESSR will also target administrative support, in an effort to provide greater assistance to families requiring administrative and curriculum related services, behavioral interventions, and access to special education as a potential result of Covid-19 learning loss or associated mental health related affects.

**Description During SY 2022-2023:**

ESSER funds will be applied to help expand preschool services for students in the community. Local community preschool programming has closed in the District communities as a result of Covid-19 and loss of staff. Additionally, substantial increases in students at the pre-school level from surrounding states have impacted the capacity of the District's preschool programming. As such, ESSER funds will aid in the construction of additional preschool facilities to support the expanded programming and the hiring of related service providers to that program. ESSER funding will also target hiring social workers to expand the resources necessary to provide appropriate community support and access to mental health services to mitigate learning loss. ESSER funding will also be maintained in the area of remote learning Covid-19 tutors and administrative supports.

**Description During SY 2023-2024:**

ESSER funding will be applied to maintain and support the previously described activities in the 21-22, and 22-23 school years. ESSER funding may, if appropriate, target hiring additional targeted staff to assist in the provision of services in the expanded preschool. If necessary, ESSER funding will also be applied to COVID-19 remote learning tutors, to maintain learning loss mitigation efforts as necessary.

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

**Yes - Description Required**

**Description:**

The District will provide individual tutoring services for students impacted by Covid-19 quarantine and isolation protocols. Additionally, the tutorial services will, as resources permit, target supporting students with notable and significant learning loss as a result of Covid-19.

- b. Teacher-directed professional development, in which teachers choose the professional development opportunities best suited to their career pathway and current learner needs (please choose one):

**No**

**Description:**

N/A

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

**Description:**

The district maintains data logs for Covid-19 tutorial interventions provided. Coupled with Branching Minds, the District's Student Information System housing learning and intervention data, the district will monitor the impact of interventions and tutoring on student learning outcomes. Additionally, the district will continue to reinforce data through the application of multiple data sets, including local, state, and standardized assessments such as Aimsweb+.



**VI. Addressing Learner and Community Needs (Up to 80 percent of an LEA's Allocation)**

- 1) After accounting for the funds reserved under section 2001(e)(1) of the ARP Act, how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act (See Appendix A):

**Description During SY 2021-2022:**

Partial funding of a curriculum administrator to determine learning needs for students at the elementary level, grades PK-6. Purchase of furniture for libraries and classrooms to accommodate social distancing. Summer meals delivery within district. Replace and upgrade educational technology and amplification system in classrooms. Additional custodial cost for implementation of COVID protocols.

**Description During SY 2022-2023:**

The district will use ESSER III funds to construct the physical space for a second preschool program serving its youngest disabled and non-disabled learners living in the Southern part of the Kearsarge region.

**Description During SY 2023-2024:**

Continue mitigation strategies started in FY22 and FY23. Summer reading programs, social-emotional interventions and support, after school supports for students, provide transportation for summer academic and mental health as well as athletic initiatives for students.

- 2) After accounting for the funds reserved under section 2001(e)(1) of the ARP Act, how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act (See Appendix A):

- a. Providing individualized instruction:

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

During SY 2022-2023 (select one): **Yes - Description Required**

During SY 2023-2024 (select one): **Yes - Description Required**

**Description of all SYs - 2021 to 2024:**

During SY 2021-2022: Sound amplification in classrooms to assist hearing impaired students and others affected by use of masks in classrooms. During SY 2022-2023: Increasing preschool and early learning options for district students by offering additional special education and regular education programming for early learners. During SY 2023-2024: Additional mitigation efforts for students affected by learning loss due to COVID. Address social-emotional, mental health, athletic, and cocurricular needs that have been compromised due to restrictions on those programs during the pandemic.

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

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

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

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

**Description of all SYs - 2021 to 2024:**

N/A

- c. Improving family engagement:

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

During SY 2022-2023 (select one): **Yes - Description Required**

During SY 2023-2024 (select one): **Yes - Description Required**

**Description of all SYs - 2021 to 2024:**

During SY 2021-2022: Tutorial supports for students affected by COVID or family quarantine, in coordination with family requests and student needs. During SY 2022-2023: Tutorial supports as needed if students require sick time or need to quarantine due to COVID. During SY 2023-2024: Coordinate with families to determine student need for mitigation of social-emotional, mental health, cocurricular, or athletic needs during summer break of after school times.

- 3) The LEA's use of funds to address the following additional needs identified in the New Hampshire Department of Education's robust, statewide consultation with stakeholders:

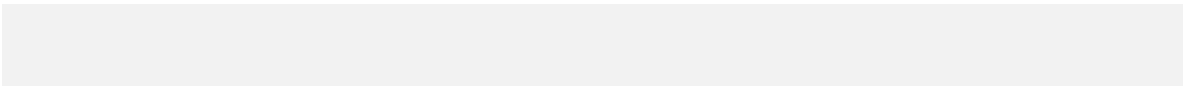
- a. What amount and percentage of the LEA's total allocation will be administered under school leader discretion:

Amount: \$1,216,653.20

Percentage: 80%

**Description of allocation methodology including the extent to which it reflected student need for, at minimum, Special Education, Free and Reduced-Price Lunch, and English Language Learners:**

N/A



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

Amount: 0

Percentage: 0

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

N/A

c. The extent to which funds will be used to provide access to course access opportunities, including advanced, elective, and remedial courses provided outside of the residential public school that a learner could not otherwise access:

During SYs 2021-2024 (select one): No

**Description of all SYs - 2021 to 2024:**

N/A

## VII. Addressing the Unique Needs of All Learners

- 1) How the LEA will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

***Description:***

The district will continue to monitor learning needs of special populations through consultation with special services administrator, teachers, and parents. Targeted interventions, such as installation of amplification system in classrooms, benefits directly those students with hearing impairments or hearing deficits, but also assists students who are English learners, experience other educational disabilities, or struggle with other unmet needs. Students from low-income families will be able to mitigate food insecurities through summer meals deliveries. Other students with unique needs are provided with resources available within district budgets. Consultation with community organizations and agencies serving those populations is an ongoing process within the district. For instance, our social workers, behavioral specialists, special educators, and clinical staff continue to reach out to families and community resources to address emerging needs.

## VIII. Addressing Unique Renovation, Air Quality and/or Construction Needs

- 1) If the LEA plans to use or has used any portion of ARP ESSER funds for construction projects, describe those projects below. Each project should be addressed separately. If needed, LEAs may submit additional supporting information. Please insert "N/A" if this category is not applicable to your plan. Please also note that these projects are subject to the NHDOE's prior conceptual and final approval:

[ESSER Funded Construction.](#)

***Description:***

This ARP/ESSER proposal seeks to address and remediate the educational needs of our youngest learners. Kearsarge has one district-wide preschool program (James House Preschool) that is located at the SAU facility in New London, NH. The program services special needs eligible students with Individual Education Plans, as well as a number of non-disabled three and four-year-olds who attend as regular education peers. James House provides two 1/2 hour morning sessions (T/TH and W/F, 9 -11 :30 a.m.) for 3-year-olds, and one afternoon session (T-F, 11 :30 - 3:00) for 4-year-old students. The program is approved by the NHDOE as an early education program.

The COVID-19 pandemic has had a very detrimental effect on students who typically attend the program in that many families did not elect to send their children to the available sessions. In particular, regular education peers stayed at home due to health concerns, thereby impacting negatively the learning environment and positive role modeling the inclusive program typically can afford its children. While Kearsarge offered a virtual instructional alternative for preschoolers, this medium is developmentally challenging for young students with short attention spans and frequent movement and hands-on needs.

COVID-19 exacerbated the subtle inequities associated with the physical location of the program in the northern part of our large geographic district. Parents from Warner, Bradford, Newbury, and South Sutton have to drive long distances to have their children attend the preschool programs. At the same time, the need for early learning programs remains very high throughout the district. Recently we were made aware that the existing HeadStart Program in Warner will be closing at the end of the current school year in June 2022, creating additional need for the youngest learners to benefit from preschool programming prior to entering Kindergarten or First Grade.

The current proposal seeks to expand Kearsarge Regional Elementary School at Bradford with a three classroom addition to house a second preschool program that is easily accessible to and can serve students in the Southern part of the Kearsarge School District. The district will seek to install modular classrooms on a permanent concrete slab, with tie in to water, sewer, and electrical systems available at KRES-Bradford. The addition will be connected via walkway to the existing school building and will allow for the preschool program to be integrated into the K-5 school operations. This setup will facilitate and reinforce the program philosophy of integrating early education into the existing K-5 grade structure, thereby allowing for easy transition between age and program levels. Preschool students also will have the opportunity to participate in the lunch program, share all available special education staff and expertise, utilize the library, music, and physical education facilities and staff, as well as learn positive social-emotional and behavioral skills from older peers. Creating a second preschool program will also allow for additional non-disabled students to take advantage of these educational opportunities closer to their respective homes.

Specific Use Category <i>(User May Delete Current Selection Prior to Assigning Inputs)</i>	General Use Category <i>* May Select Some General Use Category in Multiple Rows Depending upon Specific Uses. May Delete Current Selection Prior to Assigning Inputs)</i>	Quantifiable Measurement of Expected Outcomes Resulting from Use <i>* Multiple Selections Per Use May Be Selected by Cell. To Clear Selection, Highlight Cell and Enter "Delete"</i>	Learning Loss - VN <i>* At least 20% of an LEA's Total Allocation Statutorily Required</i>	Detailed Use Description <i>* Written Description, Including "Other" Responses (Columns A and C) and Vendor if applicable</i>	Implementation Timeline - Please Select All that Apply				Budgeted To Date Per Use	Spent Through 12/31/23 Per Use	Total ARP ESSER Allocation (as of 8/31/2022)	Total ARP ESSER Allocation Unbudgeted To Date (as of 8/31/2022)
					SV 2020-2021	SV 2021-2022	SV 2022-2023	SV 2023-2024				
Individualized Instruction	Meeting Students' Academic Needs	- Please Select From the Following: May Select Multiple Categories - Other- Please Specify in Detailed Use Description	Yes - Description Required	Mitigation of learning loss due to Covid isolation.	No	Yes	Yes	Yes	\$ 199,279.65	\$ 20,123.62	\$ 1,520,816.55	\$ 1,520,816.55
Construction	Meeting Students' Academic Needs	- Please Select From the Following: May Select Multiple Categories - Other- Please Specify in Detailed Use Description	Yes - Description Required	Early elementary mitigation of learning loss for students affected by Covid closures. Preschool related services in the community.	No	No	Yes	Yes	\$ 828,000.00			
Hiring and Retention - Instructional Staff	Meeting Students' Academic Needs	Average Daily Attendance	Yes - Description Required	Head 3 Elementary FTE and 3 FTE reading specialists for learning loss (New London Elementary School).	No	No	Yes	Yes	\$ 130,611.33			
Hiring and Retention - Noninstructional Staff	Meeting Students' Academic Needs	Other-Please Specify in Detailed Use Description	Yes - Description Required	Head 3 Elementary Elementary Curriculum Coordinator for learning loss.	No	No	Yes	Yes	\$ 73,188.92			
Other Allowed Uses - Specify in Detailed Use Description	Other Allowed Uses	- Please Select From the Following: May Select Multiple Categories - Other- Please Specify in Detailed Use Description	No	Movable Book shells for social distancing purposes at Sutton Elementary School.	No	Yes	No	No	\$ 9,645.00			
Other Allowed Uses - Specify in Detailed Use Description	Other Allowed Uses	- Please Select From the Following: May Select Multiple Categories - Other- Please Specify in Detailed Use Description	No	Student desks and chairs for four Elementary schools. This was for maintaining social distancing within the classroom. Vendor is Staples.	No	Yes	No	No	\$ 17,952.48	\$ 17,952.48		
Other Allowed Uses - Specify in Detailed Use Description	Other Allowed Uses	- Please Select From the Following: May Select Multiple Categories - Other- Please Specify in Detailed Use Description	No	Outdoor tables used at the Middle School for meal time and to obtain social distance. Vendor is Global Industries.	No	Yes	No	No	\$ 25,379.72	\$ 25,379.72		
Other Allowed Uses - Specify in Detailed Use Description	Other Allowed Uses	- Please Select From the Following: May Select Multiple Categories - Other- Please Specify in Detailed Use Description	No	Vendor is Student Transportation of America.	No	Yes	No	No	\$ 28,550.40	\$ 28,550.40		
Universal Screening, Academic Assessments and Intervention Data Systems	Meeting Students' Academic Needs	Other-Please Specify in Detailed Use Description	Yes - Description Required	Provides technology for the four Elementary schools. The measurement tool use for formative and diagnostic assessment during Covid. Vendor is Branching School.	No	Yes	No	No	\$ 12,462.00	\$ 12,462.00		
Individualized Instruction	Meeting Students' Academic Needs	- Please Select From the Following: May Select Multiple Categories - Other- Please Specify in Detailed Use Description	Yes - Description Required	Mitigation of learning loss due to Covid isolation.	No	Yes	No	No	\$ 6,836.69	\$ 6,836.69		
Other Allowed Uses - Specify in Detailed Use Description	Other Allowed Uses	- Please Select From the Following: May Select Multiple Categories - Other- Please Specify in Detailed Use Description	No	Purchasing Middle School amplification technology for mask requirements due to adherence to reopening plan.	No	No	Yes	Yes	\$ 120,000.00			
Other Allowed Uses - Specify in Detailed Use Description	Other Allowed Uses	- Please Select From the Following: May Select Multiple Categories - Other- Please Specify in Detailed Use Description	No	District wide custodian wages and benefits used to help with Covid protocols.	No	Yes	Yes	Yes	\$ 69,710.36			
- Please Select From One of the Following -	- Please Select From One of the Following -	- Please Select From the Following: May Select Multiple Categories -	- Please Select -	- Please Select -	- Please Select -	- Please Select -	- Please Select -	- Please Select -	- Please Select -	- Please Select -	- Please Select -	- Please Select -
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- Please Select From One of the Following -	- Please Select From One of the Following -	- Please Select From the Following: May Select Multiple Categories -	- Please Select -	- Please Select -	- Please Select -	- Please Select -	- Please Select -	- Please Select -	- Please Select -	- Please Select -	- Please Select -	- Please Select -
- Please Select From One of the Following -	- Please Select From One of the Following -	- Please Select From the Following: May Select Multiple Categories -	- Please Select -	- Please Select -	- Please Select -	- Please Select -	- Please Select -	- Please Select -	- Please Select -	- Please Select -	- Please Select -	- Please Select -
- Please Select From One of the Following -	- Please Select From One of the Following -	- Please Select From the Following: May Select Multiple Categories -	- Please Select -	- Please Select -	- Please Select -	- Please Select -	- Please Select -	- Please Select -	- Please Select -	- Please Select -	- Please Select -	- Please Select -

Baseline Data NY 2020 to 2021 - For Reference Purposes Only									
LEA Enrollment (October 2021 Data Projection)	% Participation - Math Assessment	% Participation - Science Assessment	% Participation - ELL Assessment	Average Study Attendance	4-Year Adjusted Cohort Graduation Rate	In-School Suspension	Expulsion	Instances of Bullying / Harassment	
1,721	86	74	86	90%	84%	15	0	21	

**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)



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

3/3/2022

**Date**

WINKLER FENERBERG

**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.*