

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/icr/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: | <u>Kensington</u> | → Cell C18 Must be Input for Formulas t |
| 2) District ID Number: | <u>281</u> | → Autopopulates upon Selection |
| 3) SAU Number: | <u>16</u> | → Autopopulates upon Selection |
| 4) Date of Publication: | | |
| 5) Approver Name -
(Superintendent / Head of School): | <u>Dr. David Ryan</u> | |
| 6) Email & Telephone: | <u>dryan@sau16.org. 603-775-8400</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:

- Please Select -

Description:

<https://kes.sau16.org/>

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

Yes - Description Required

Description:

The LEA used the template provided by the Department of Education.

- 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:

As needed, the LEA will translate the plan in written or oral format for for parents with limited English proficiency.

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

Yes - Description Required

Description:

Upon request, the district will provide an accessible, alternate format of the plan to any individual with a disability who is unable to read the contents of the plan.

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 Kensington School District provided a survey and public hearing to collect feedback to inform the development of the LEA's plan for the use of ESSER III Funds.

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

Yes - Description Required

Description:

The LEA took public input through a survey, at a public hearing and further opportunity for input was available during public input at board meetings. Grant activities were selected with the priorities that were identified.

- 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 were invited to provide input in the surveys that went home to their families sent out by the district. Our district encompasses only grades K-5 so although students were invited to provide input it was somewhat limited by the age of the students.

i) Number of total responses: 23 responses

ii) Uses consulted on: Academic needs, social emotional needs, opportunities for social connection, mental health needs and family economic challenges

iii) Description of feedback received: Academic needs were identified as the highest priority, social emotional needs were the second highest and mental health needs and opportunities for social connection were tied for third place.

Please indicate how consultation was:

2) Inclusive: All stakeholders, including students, were provided with an opportunity to take the survey and/or come to the public hearing and/or school board meetings.

3) Widely advertised and available: District input was received through surveys, public hearing and public comment at school board meetings. The opportunities were advertised in the newspaper, on the district website, and the public hearing board meetings were posted.

4) Ongoing: The ESSER Plan is posted and input is still accepted during public input at board meetings. A stakeholder group meets regularly and reviews how the grant is being spent. Should any funds not be expended the LEA will consider any additional input from stakeholders regarding how to

- b. Families (please choose one):

Yes - Description Required

1) Description:

Families were provided with the opportunity to share feedback through the survey and public hearing.

i) Number of total responses: 95.7% of the survey responses were from families.

ii) Uses consulted on: Academic needs, social emotional needs, opportunities for social connection, mental health needs and family economic challenges

iii) Description of feedback received: Academic needs were identified as the highest priority, social emotional needs were the second highest and mental health needs and opportunities for social connection were tied for third place.

Please indicate how consultation was:

2) Inclusive: All families were offered this opportunity.

3) Widely advertised and available: The survey and public hearing were advertised on the district website, in newsletters, in email and through public postings.

4) Ongoing: The ESSER Plan is posted and input is still accepted during public input at board meetings. A stakeholder group meets regularly and reviews how the grant is being spent. Should any funds not be expended the LEA will consider additional input from stakeholders regarding how to spend

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

Yes - Description Required

1) Description:

School administrators including special education administrators had the opportunity to participate in the survey and at the public hearing. Additionally they are part of the stakeholder group that meets regularly to discuss priorities.

i) Number of total responses: This group was in survey results grouped as staff members which represented a very small percentage of the respondents.
ii) Uses consulted on: Academic needs, social emotional needs, opportunities for social connection, mental health needs and family economic challenges
iii) Description of feedback received: Academic needs were identified as the highest priority, social emotional needs were the second highest and mental health needs and opportunities for social connection were tied for third place.

Please indicate how consultation was:

2) Inclusive: All school administrators, including special education administrators were provided with the opportunity to participate in the survey and the public hearing.

3) Widely advertised and available: The survey and public hearing were advertised on the district website, in newsletters and through public postings.

4) Ongoing: The ESSER Plan is posted and input is still accepted during public input at board meetings. A stakeholder group meets regularly and reviews how the grant is being spent. School administrators including special education are represented in this group. Should an funds not be expended the LEA will consider any additional input from stakeholders regarding how to spend the remaining funds.

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

Yes - Description Required

1) Description:

Teachers, the principal and other school staff including the union had the opportunity to participate in the survey and at the public hearing. Additionally they are represented on the stakeholder group that meets regularly to discuss priorities.

i) Number of total responses: Teacher, principals, and other school staff were grouped as school staff and represented a very small percentage of the respondents.

ii) Uses consulted on: Academic needs, social emotional needs, opportunities for social connection, mental health needs and family economic challenges were all topics of consultation.

iii) Description of feedback received: Academic needs were identified as the highest priority, social emotional needs were the second highest and mental health needs and opportunities for social connection were tied for third place.

Please indicate how consultation was:

2) Inclusive: Although a small response staff members were the second most responsive group to the survey after parents. They also had additional opportunities to provide feedback through discussions with the school principal.

3) Widely advertised and available: The survey and public hearing were advertised on the district website, in newsletters, and through public postings.

4) Ongoing: The ESSER Plan is posted and input is still accepted during public input at board meetings. A stakeholder group meets regularly and reviews how the grants are being spent to assure they are being spent in line with priorities consistent with the community feedback. Staff members are

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

No

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:

These groups had the opportunity to complete a survey or attend the public hearing. The district also used a letter from the Disabilities Right Center to help determine the use of funds.

i) Number of total responses:

ii) Uses consulted on: Academic needs, social emotional needs, opportunities for social connection, mental health needs and family economic challenges

iii) Description of feedback received: Academic needs were identified as the highest priority, social emotional needs were the second highest and mental health needs and opportunities for social connection were tied for third place.

Please indicate how consultation was:

2) Inclusive: These groups had the same opportunities as all community members.

3) Widely advertised and available: The survey and public hearing were advertised on the district website, in newsletters and through public postings.

4) Ongoing: The ESSER Plan is posted and feedback may still be given during public input at board meetings.

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:

These groups were represented by school nurses, guidance counselors, social workers, parents and community member who are a part of these children's lives had the opportunity to provide feedback on the use of funds.

i) Number of total responses: Those who provided feedback identified here are part of the 95.7% of respondents.

ii) Uses consulted on: Academic needs, social emotional needs, opportunities for social connection, mental health needs and family economic challenges were all topics of consultation.

iii) Description of feedback received: Academic needs were identified as the highest priority, social emotional needs were the second highest and mental health needs and opportunities for social connection were tied for third place.

Please indicate how consultation was:

2) Inclusive: These groups were well represented by the adults in the community who are part of the lives of the children.

3) Widely advertised and available: The survey and public hearing were advertised on the district website, in newsletters and through public postings.

4) Ongoing: The ESSER Plan is posted and input is still accepted during public input at board meetings. A stakeholder group meets regularly and reviews how the grant is being spent. Should an funds not be expended the LEA will consider any additional input from stakeholders regarding how to

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

Yes - Description Required

1) Description:

The district has a close relationship with the early childhood programs in the community. The widely advertised opportunities for input made it clear these community members are stakeholders and were invited to participate.

i) Number of total responses: This group was not separated in the survey and are represented in the 95.7% of community and family respondents.

ii) Uses consulted on: Academic needs, social emotional needs, opportunities for social connection, mental health needs and family economic challenges were all topics of consultation.

iii) Description of feedback received: Academic needs were identified as the highest priority, social emotional needs were the second highest and mental health needs and opportunities for social connection were tied for third place.

Please indicate how consultation was:

2) Inclusive: All these groups interestes are represented in the survey, public hearing and the stakeholder group.

3) Widely advertised and available: The survey and public hearing were advertised on the district website, in newsletters and through public postings.

4) Ongoing: The ESSER Plan is posted and input is still accepted during public input at board meetings. A stakeholder group meets regularly and reviews how the grant is being spent. Should an funds not be expended the LEA will consider any additional input from stakeholders regarding how to spend the remaining funds

- 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:

This group had access to the survey, public hearing and school board meetings like all other groups.

i) Number of total responses: This was not calculated separately, this group would be part of the 95.7% of respondents.

ii) Uses consulted on: Academic needs, social emotional needs, opportunities for social connection, mental health needs and family economic challenges were all topics of consultation.

iii) Description of feedback received: Academic needs were identified as the highest priority, social emotional needs were the second highest and mental health needs and opportunities for social connection were tied for third place.

Please indicate how consultation was:

2) Inclusive: The appeal for public input through the survey and public hearing was for all groups.

3) Widely advertised and available: The survey and public hearing were advertised on the district website, in newsletters, and through public postings.

4) Ongoing: The ESSER Plan is posted on the website and input is still accepted during public input at board meetings. A stakeholder group meets regularly and reviews how the grant is being spent. Should an funds not be expended the LEA will consider any additional input from stakeholders regarding how to spend the remaining funds.

1. Project Overview Project Name: [Redacted] Client: [Redacted]	2. Project Objectives Primary Objective: [Redacted] Secondary Objectives: [Redacted]	3. Project Scope In-Scope: [Redacted] Out-of-Scope: [Redacted]	4. Project Organization Stakeholder Matrix: [Redacted]												5. Project Risks Risk Register: [Redacted]	6. Project Status Current Status: [Redacted]
			7. Project Budget Budget Summary: [Redacted]	8. Project Schedule Gantt Chart: [Redacted]	9. Project Communication Reporting Structure: [Redacted]	10. Project Deliverables Deliverable List: [Redacted]	11. Project Resources Resource Allocation: [Redacted]	12. Project Quality Quality Assurance: [Redacted]	13. Project Security Security Measures: [Redacted]	14. Project Compliance Compliance Checklist: [Redacted]	15. Project Sustainability Sustainability Goals: [Redacted]	16. Project Innovation Innovation Initiatives: [Redacted]	17. Project Ethics Ethical Considerations: [Redacted]	18. Project Social Impact Social Impact Assessment: [Redacted]		

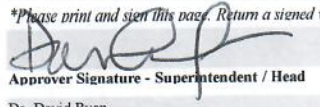
The following information is required to be provided to the relevant authority in accordance with the relevant legislation										The following information is required to be provided to the relevant authority in accordance with the relevant legislation		
1. Name of the person or entity	2. Address of the person or entity	3. Date of birth of the person or entity	4. Date of registration of the person or entity	5. Date of expiry of the person or entity	6. Date of termination of the person or entity	7. Date of commencement of the person or entity	8. Date of cessation of the person or entity	9. Date of suspension of the person or entity	10. Date of revocation of the person or entity	11. Date of reinstatement of the person or entity	12. Date of withdrawal of the person or entity	13. Date of cancellation of the person or entity

14. Date of...

Kensington

X. Authorization

*Please print and sign this page. Return a signed version with your completed p ESSER a dos.nh.gov



1-11-23

Approver Signature - Superintendent / Head

Date

Dr. David Ryan

Printed Name - Superintendent / Head of

Appendix A: ARPA Statutory Excerpt

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

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(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;

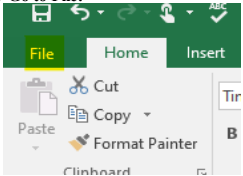
(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;

(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

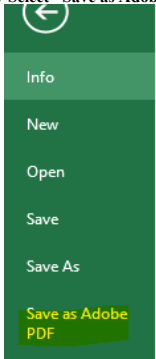
(iv) Be made publicly available on the LEA's website.

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

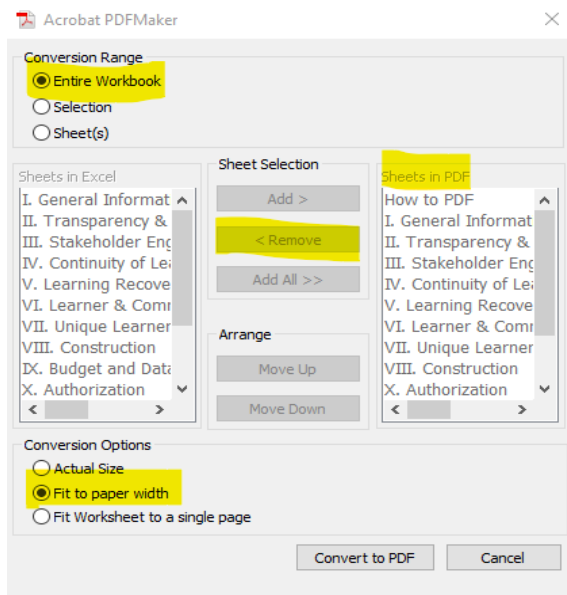
1) Go to File:



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)