

LEA ARP ESSER Plan: "A Plan for the LEA's Use of ARP ESSER Funds"

Please submit in both Excel and PDF form to ESSER@doe.nh.gov by 1/13/2023.

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

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

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

I. General Information

- 1) School District / Charter School Name: Nottingham → Cell C18 Must be Input for Formulas to Populate Correctly
- 2) District ID Number: 413 → Autopopulates upon Selection
- 3) SAU Number: 107 → Autopopulates upon Selection
- 4) Date of Publication: 02.02.23
- 5) Approver Name -
(Superintendent / Head of School): Timothy Koumrian
- 6) Email & Telephone: tkoumrian@nottingham.k12.nh.us; (603) 679-1497

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:

It was published initially on the SAU 44 website as the application was initially written and approved while under the umbrella of SAU 44. Any revisions to the Plan will be posted on what is now the SAU 107 portion of the Nottingham School website. SAU 44's website is www.northwood.k12.nh.us and SAU 107's is www.nottingham.k12.nh.us.

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

Yes - Description Required

Description:

The plan that was executed with budgeted funds to date was understandable and cohesive in nature using the NHDOE authorized document.

- 3) The plan, to the extent practicable, is written in a language that parents can understand or, if not practicable to provide written translations to a parent with limited English proficiency, orally translated (please choose one):

Yes - Description Required

Description:

The description as well as related activities were written in such a way that the public could understand the intent by which the District proposed to spend the funds. Any translations needed will be made available to the extent possible.

- 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:

If requested, the District would provide an alternative format for any individual who is an individual with a disability that requests such alternative format.

III. Stakeholder Engagement

Best Practices in Implementing ARP ESSER LEA Use of Funds Plan

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

Yes - Description Required

Description:

The LEA discussed the plans with ESSER funds as a whole publicly at regular School Board meetings as well as during budget conversations at Town Budget Committee forums. Furthermore, the Board shared details during its School District Deliberative Session with approximately 100 participants in attendance.

- 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):

Somewhat - Description Required

Description:

The District had ESSER fund use as a standing item at regularly scheduled School Board and budget development-specific meetings as well.

- 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:

The District had standing School Board meeting agenda items for this topic. Through informal data gathering, students had indicated a need for additional time and support in learning new skills, concepts, and completing their assignments. They also indicated an interest in increasing the availability of extracurricular activities to support physical and mental health.

- i) Number of total responses:* Middle School wide
- ii) Uses consulted on:* Learning loss, SEL and facilities
- iii) Description of feedback received:* see description above

Please indicate how consultation was:

- 2) Inclusive:** Meetings were open to the public
- 3) Widely advertised and available:** Posted on the SAU 44 website during the 21-22 school year
- 4) Ongoing:** Regular School Board meetings

- b. Families (please choose one):

Somewhat - Description Required

1) Description:

Families had indicated an interest in having supports and services available within and beyond the school day to provide assistance to students both academically and socially/emotionally.

- i) Number of total responses:* This feedback had been ongoing over the past two + years. Well into the 100's.
- ii) Uses consulted on:* Learning loss, SEL and facilities
- iii) Description of feedback received:* See description above

Please indicate how consultation was:

- 2) Inclusive:** Meetings were open to the public where input was received.
- 3) Widely advertised and available:** It was posted on the SAU 44 website.
- 4) Ongoing:** Regular School Board meetings

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

Yes - Description Required

1) Description:

Administrators had indicated a strong need for maintaining small class sizes, providing ample adult supports, and ensuring that intervention group sizes and special education caseloads were manageable and effective. They also indicated the need for additional supports and services for mental health, social emotional learning and promoting positive behavior.

i) Number of total responses: The feedback had been ongoing over the last two + years from all administrators in the District.

ii) Uses consulted on: Learning loss, SEL and facilities

iii) Description of feedback received: See the description above

Please indicate how consultation was:

2) Inclusive: Worked as a full administrative team

3) Widely advertised and available: Meetings were scheduled and confirmed

4) Ongoing: Monthly

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

Yes - Description Required

1) Description:

Teachers had indicated a strong need for maintaining small class sizes, providing ample adult supports, and ensuring that intervention group sizes and special education caseloads were manageable and effective. They also indicated the need for additional supports and services for mental health, social emotional learning and promoting positive behavior. Teachers had also indicated a need for mental health support for the School.

i) Number of total responses: The feedback had been ongoing for the past two + years. Majority of staff

ii) Uses consulted on: Learning loss, SEL and facilities

iii) Description of feedback received: See description above

Please indicate how consultation was:

2) Inclusive: All teachers were included

3) Widely advertised and available: All teachers were consulted and informed

4) Ongoing: Monthly

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

No

1) Description:

No tribes exist as a part of the District's community.

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):

No

1) Description: see note below

NOTE: Per request for the reason this was a "no," ESSER funding was under the auspices of a different SAU (SAU 44) until June 30, 2022. As I was advised that this reporting was reflective of the 2021-2022 school year, I referenced what the last report as of March 9, 2022 reported (and I assumed was approved) in this area, which was a no.

i) Number of total responses: N/A

ii) Uses consulted on: N/A

iii) Description of feedback received: N/A

Please indicate how consultation was: (see note above)

2) Inclusive: N/A

3) Widely advertised and available: N/A

4) Ongoing: N/A

- 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:

The Director of Student Services had participated in multiple discussions about needs.

- i) Number of total responses:* The feedback had been ongoing over the last two + years.
- ii) Uses consulted on:* Learning loss, SEL and facilities
- iii) Description of feedback received:* See description above

Please indicate how consultation was:

2) **Inclusive:** The Director spoke to multiple organizations on what they saw for needs.

3) **Widely advertised and available:** No, the Director reached out, no formal meetings were scheduled

4) **Ongoing:** Monthly

- 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 indicated that having increased access to the building for recreation activities would be helpful. Possibe before and after school programming participation would be increased with additional opportunities for subsidy and scholarships.

- i) Number of total responses:* The feedback was ongoing over the last two + years. Responses from multiple organizations.
- ii) Uses consulted on:* SEL and financial assistance
- iii) Description of feedback received:* See above description

Please indicate how consultation was:

2) **Inclusive:** Feedback was asked for in multiple ways over multiple times.

3) **Widely advertised and available:** Emails and SAU 44 website

4) **Ongoing:** Monthly

- 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:

Early childhood education providers had indicated a need for consistent communication with the School and for streamlining transition processes and transportation between the School and local early childhood education centers.

- i) Number of total responses:* The feedback had been ongoing over th elast two + years. Multiple early childhood education provider responses.
- ii) Uses consulted on:* SEL, special education needs, nursing consult and transportation
- iii) Description of feedback received:* See description above

Please indicate how consultation was:

2) **Inclusive:** Reached out to all families

3) **Widely advertised and available:** Annual screening postings and SAU 44 website posts

4) **Ongoing:** Yes

Operational Contracts and Other Allowed Uses									Local Membership Subject Amount Expanded Forecast Required to Address Learning Loss in Current Reporting Period (\$1,000,000,000)	Amount Expanded Forecast Required to Address the Impact of Learning Loss by Activity										Meeting Students' Academic, Social, Emotional, and Other Needs (Excluding Mental Health Supports)										Mental Health Supports for Students and Staff										Department			
kk. Personnel Salaries	ll. Personnel Services - Benefits	mm. Purchased Professional and Technical Services	nn. Purchased Property Services	oo. Other Purchased Services	pp. Supplies	qq. Property	rr. Debt Service and Miscellaneous	ss. Other Items	Amount expanded forecast required to address learning loss in current reporting period. Note: Proportionate share based on corresponding cells.	tt. Personnel Salaries	uu. Personnel Services - Benefits	vv. Purchased Professional and Technical Services	ww. Purchased Property Services	xx. Other Purchased Services	yy. Supplies	zz. Property	AAA. Debt Service and Miscellaneous	BBB. Other Items	Amount expanded forecast required to address learning loss in current reporting period. Note: Proportionate share based on corresponding cells.	CCC. Personnel Salaries	DDD. Personnel Services - Benefits	EEE. Purchased Professional and Technical Services	FFF. Purchased Property Services	GGG. Other Purchased Services	HHH. Supplies	III. Property	JJJ. Debt Service and Miscellaneous	KKK. Other Items	Amount expanded forecast required to address learning loss in current reporting period. Note: Proportionate share based on corresponding cells.	LLL. Personnel Salaries	MMM. Personnel Services - Benefits	NNN. Purchased Professional and Technical Services	OOO. Personnel Salaries	PPP. Personnel Services - Benefits	QQQ. Purchased Professional and Technical Services	RRR. Personnel Salaries	SSS. Personnel Services - Benefits	TTT. Purchased Professional and Technical Services					
\$5,432,888	\$733,109	\$333,871	\$455,711	\$12,881	\$814,117	\$1,134,401	\$37,871	\$12,713	\$1,827,100.00	\$475,185.81	\$314,740.09	\$75,217.81	\$810.91	\$188.70	\$5,272.54	\$26,821.09	\$27,429.71	\$271.48	\$126.14	\$1,275,175.74	\$380,841.70	\$220,882.83	\$4,947.11	\$1,270.31	\$211.81	\$453,724.01	\$221,740.83	\$11,521.27	\$97.81	\$80,218.09	\$27,298.31	\$11,611.15	\$488.31	\$18,420.15	\$8,887.20	\$88.20	\$1,021.17	\$15,680.41	\$774.81	\$120,560.20	\$28,893.51	\$14,271.15	\$6,887.41

50.00

50.00

50.00

50.00

Funding Sources										Planned Uses of Remaining ARP ESSER Subgrant Funds by Percentage (Total Categories must sum to 100%)										Activities or Interventions the LEA Implemented to Satisfy the LEA's Immediate Learning Loss Mitigation Requirements of ARP ESSER Funds										LEA to the Complete Column DE or DF		
Funding Sources										Planned Uses of Remaining ARP ESSER Subgrant Funds by Percentage (Total Categories must sum to 100%)										Activities or Interventions the LEA Implemented to Satisfy the LEA's Immediate Learning Loss Mitigation Requirements of ARP ESSER Funds										LEA to the Complete Column DE or DF		
a. Purchased Property Services	b. Other Purchased Services	c. Supplies	d. Property	e. Other Services and Miscellaneous	f. Other Items	g. Remaining Funds Planned for Addressing Physical Health and Safety	h. Remaining Funds Planned for Meeting Students' Academic, Social, Emotional, and Other Needs (Including Mental Health Supports)	i. Remaining Funds Planned for Student and Staff Community and Other Uses	j. Remaining Funds Planned for Special Use	k. The total amount received by the LEA in addition to the impact of learning loss	l. Total expenditures of ARP ESSER LEA Learning Loss Mitigation in this reporting period	m. Summer learning or enrichment	n. After-school programs	o. Extended instructional time (school day, school week, or school year)	p. Tutoring	q. Additional classroom teachers	r. Other additional staffing and/or activities to assess and support students (including mental health supports, for students, educators and/or families)	s. Other additional staffing and/or activities to identify and/or respond to unique student needs and/or provide targeted support for vulnerable students (including low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, children and youth in foster care)	t. Universal screening, academic assessments, and intervention data systems, such as early warning systems and/or appropriate coordination with partner agencies, such as foster care services	u. Improved coordination of services for students with multiple types of needs, such as full-time community, childcare or approval, coordination with partner agencies, such as foster care services	v. Early childhood programs	w. Curriculum adoption and learning materials	x. Other staff capacity building/training to increase instructional quality and enhance interventions in their pipelines for teachers and/or classified staff	y. Other	z. Description of other activities (100 character limit)	aa. Please describe how the selected activities or interventions respond to students' academic, social, and emotional needs. (2,000 character limit)	ab. Total ARP ESSER Allocation (as of 01-13-2023)	ac. Total ARP ESSER Allocation (budgeted to date as of 01-13-2023)				
\$12,000.00	\$1,000.00	\$10,000.00	\$20,000.00	\$750.00	\$244.00	0%	2%	0%	0%	\$750,000.00	\$1,000,000.00	FALSE	FALSE	FALSE	FALSE	FALSE	TRUE	FALSE	FALSE	FALSE	FALSE	FALSE	FALSE	FALSE	FALSE	FALSE	N/A	Description of how activities impacted underserved student groups The activity we have written and approved for a math diagnostic assessment tool that the we are using to help teachers to help support for those at risk in that area to bring some learnment on	\$22,553.08	\$24,074.42		

X. Authorization

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

ESSER@doe.nh.gov

2/8/23



Approver Signature - Superintendent / Head of School

Date

Tim Koumrian, Superintendent

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.