

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

Please submit in both Excel and PDF form to [ESSER@doe.nh.gov](mailto:ESSER@doe.nh.gov) by 1/13/2023.

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

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

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

I. General Information

- |  |  |   |
|--|--|---|
| 1) School District / Charter School Name:                | <u>Ashland</u>   | → Cell C18 Must be Input for Formulas to Populate Correctly |
| 2) District ID Number:                                   | <u>23</u>  | → Autopopulates upon Selection                              |
| 3) SAU Number:   | <u>2</u>   | → Autopopulates upon Selection                              |
| 4) Date of Publication:                                  | <u>2/1/2023</u>  |   |
| 5) Approver Name -<br>(Superintendent / Head of School): | <u>Mary Moriarty</u>   |   |
| 6) Email & Telephone:                                    | <u><a href="mailto:mary.moriarty@interlakes.org">mary.moriarty@interlakes.org</a> (603) 279-7947</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:*

The link can be found at [www.interlakes.org](http://www.interlakes.org) under the SAU 2 tab and then, by selecting Opening Plans/ESSER Funding. The link is <https://sau2.k12.nh.us/opening-plans>

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

**Yes - Description Required**

*Description:*

The plan is written in an understandable and uniform format. Additionally, the website where the plan is posted has the following statement: Please contact the Superintendent's Office at 603-279-7947 if you need assistance in translating or accessing the Ashland School District's ARP ESSER Plan.

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

**Yes - Description Required**

*Description:*

The plan is written in an understandable and uniform format. Additionally, the website where the plan is posted has the following statement: Please contact the Superintendent's Office at 603-279-7947 if you need assistance in translating or accessing the Ashland School District's ARP ESSER Plan.

- 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 is written in an understandable and uniform format. Additionally, the website where the plan is posted has the following statement: Please contact the Superintendent's Office at 603-279-7947 if you need assistance in translating or accessing the Ashland School District's ARP ESSER 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 proposed use of funds has been discussed at public Ashland School Board meetings. The public was informed of these discussions through published/posted School Board meeting agendas and minutes. The public has the opportunity to provide public comment during public School Board meetings and had the opportunity to attend and participate either in person or virtually when the funds were discussed, which included a public hearing.

- 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:**

No public input regarding the use of funds was received.

- 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 Student Council Advisor asked the Student Council in fall 2022 if there were things they felt would assist the student body in recovering from the COVID 19 experience.*

- i) Number of total responses: Approximately 20 students participated in the discussion.*
- ii) Uses consulted on: Supports to assist the student body recovering from the COVID 19 experience.*
- iii) Description of feedback received: The Student Council felt that their goals as the Student Council would fit the idea of recovering from Covid and no additional needs/supports were needed.*

*Please indicate how consultation was:*

- 2) Inclusive:** Included the student government that represents the students of Ashland Elementary School.
- 3) Widely advertised and available:** Occurred during an established meeting time for the Student Council.
- 4) Ongoing:** As funds are fully allocated with the majority going towards a significant ventilation project there is no ongoing consultation related to ESSER funding.

- b. Families (please choose one):

**Yes - Description Required**

**1) Description:**

As part of the 2021/2022 "Opening Plan" the proposed use of funds were shared with families and an electronic input process was available. Additionally, other communications regarding the significant need for ventilation have been shared with families. The use of funds has been discussed at public Ashland School Board meetings. The public including families were informed of these discussions through published/posted School Board meeting agendas. The public and

- i) Number of total responses: 0*
- ii) Uses consulted on: Ventilation Project and Academic Intervention Teacher*
- iii) Description of feedback received: None*

*Please indicate how consultation was:*

- 2) Inclusive:** Meetings are open to all members of the public. Communications about "Opening Plans" and ventilation sent to all families.
- 3) Widely advertised and available:** Publicly posted School Board meetings including agendas and minutes. Articles in the local newspaper. School District Annual Report. Letter sent to families regarding "Opening Plans" and ventilation.
- 4) Ongoing:** A process for feedback and input on the use of funds is posted on the website where the financial progress reports are posted. The link for the website is <https://sau2.k12.nh.us/opening-plans>. Funds are fully allocated at this time.

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

**Yes - Description Required**

**1) Description:**

*Ashland School District is a single school district. Strong collaboration exists between the School Board, SAU Administration (which includes the Director of Student Services) and School Administration. The decisions for the various activities have been made through collaboration, analysis of student learning data and a recognition of the need to address ventilation as a top priority as well as learning loss.*

- i) Number of total responses: Collaborative effort and unable to quantify number of responses.*
- ii) Uses consulted on: Collaborative effort; all uses consulted on.*
- iii) Description of feedback received: Collaborative effort resulted in plan.*

*Please indicate how consultation was:*

- 2) Inclusive:** Ashland is a small school district with tight collaboration amongst School and District Administration. The Principal, Assistant Superintendent, Director of Student Services and Superintendent work together to make sure School needs are met.
- 3) Widely advertised and available:** Publicly posted School Board meetings. Articles in the local newspaper. School District Annual Report.

**4) Ongoing:** Regular meetings and collaboration take place regarding School needs including use of ESSER funds. Funds are fully allocated at this time.

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

**Yes - Description Required**

**1) Description:**

*Ashland School District is a single school district. Strong collaboration exists between, the School Board, SAU Administration (which includes the Director of Student Services), School Administration and Staff. The decisions for the various activities have been made through collaboration, analysis of student learning data and a recognition of the need to address ventilation as a top priority. School Board meetings provide an established forum for dissemination of*

*i) Number of total responses: Collaborative effort and unable to quantify number of responses.*

*ii) Uses consulted on: Collaborative effort; all uses consulted on.*

*iii) Description of feedback received: Collaborative effort resulted in proposed plan.*

*Please indicate how consultation was:*

**2) Inclusive:** Ashland School District is a single school district. Strong collaboration exists between, the School Board, SAU Administration (which includes the Director of Student Services), School Administration and Staff. The decisions for the various activities have been made through collaboration, analysis of

**3) Widely advertised and available:** Publicly posted School Board meetings.

**4) Ongoing:** Regular meetings and collaboration take place regarding School needs including use of ESSER funds. Funds are fully allocated at this time.

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

**No**

**1) Description:**

*There are no known Tribes within Ashland.*

*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:*

**2) Inclusive:** Publicly posted School Board meetings. N/A

**3) Widely advertised and available:** N/A

**4) Ongoing:** N/A

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

**No**

**1) Description:**

*No specific known civil rights organizations exist within Ashland. The Director of Student Services oversees meeting the needs of students with disabilities and the Human Resource Director oversees meeting the needs of employees with disabilities. Additionally, the School District, as did other school districts throughout the State, received a letter from the New Hampshire Disability Rights with suggested input on use of funds.*

*i) Number of total responses: Collaborative effort and unable to quantify number of responses.*

*ii) Uses consulted on: Ventilation, closing the achievement gap for learners, and a liaison for families participating in VLACS during the 21/22*

*iii) Description of feedback received: No specific feedback provided; internally support was provided for ventilation project, academic intervention teacher and liaison for families participating in VLACS during the 21/22 school year. Closing academic achievement gaps appears in line with the*

*Please indicate how consultation was:*

**2) Inclusive:** School Board meetings are open to all members of the public. Additionally, staff who are responsible for oversight of disability rights are included in the decision making process.

**3) Widely advertised and available:** Publicly posted School Board meetings including agendas and minutes.

**4) Ongoing:** The decisions about the use of funds have been made and there are no additional funds requiring decisions.

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:**

*i) Number of total responses: Collaborative effort and unable to quantify number of responses.*

*ii) Uses consulted on: Ventilation, closing the achievement gap for learners, and a liaison for families participating in VLACS during the 21/22*

*iii) Description of feedback received: No specific feedback provided; internally support was provided for ventilation project, academic intervention teacher and liaison for families participating in VLACS during the 21/22 school year. Closing academic achievement gaps appears in line with the*

*Please indicate how consultation was:*

**2) Inclusive:** School Board meetings are open to all members of the public. Additionally, staff who are responsible for oversight of disability rights are

included in the decision making process.

**3) Widely advertised and available:** Publicly posted School Board meetings including agendas and minutes.

**4) Ongoing:** The decisions about the use of funds have been made and there are no additional funds requiring decisions.

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

No

**1) Description:**

*The Ashland After School Program is through the Town's Park and Recreation Department. The School and the After School Program have a good working relationship. The School District utilized School Board agendas and public announcements as the vehicle to inform all entities of proposed plans for the ESSER III funds including the Town of Ashland. The announcements and agendas for School Board meetings are posted on the Town's website.*

*i) Number of total responses: None*

*ii) Uses consulted on: No specific consultation, however, School Board agendas identified ventilation, addition of an academic intervention teacher*

*iii) Description of feedback received: No specific feedback was provided; the Town provided support for the ventilation project through the Town's Public Works Department and Electric Company.*

*Please indicate how consultation was:*

**2) Inclusive:** There is one community organization that meets this description and it is part of the Town of Ashland. The Town of Ashland receives all School Board Agendas and public notices of School Board meetings.

**3) Widely advertised and available:** Publicly posted School Board meetings and website information which provides for an opportunity to provide feedback/input.

**4) Ongoing:** Regular updates on the ventilation project are provided to the community through School Board meetings. Student learning data is reported annually at School Board meetings, which provides information on how learning gaps are being closed. Additionally, the School District report card is posted

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):

No

**1) Description:**

*Ashland does not have an early childhood provider.*

*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:*

**2) Inclusive:** N/A

**3) Widely advertised and available:** N/A

**4) Ongoing:** N/A





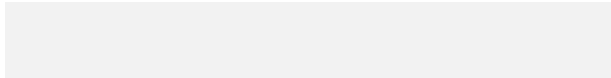
Other Allowed Uses				Planned Uses of Remaining ARP/ESSER Subgrant Funds by Percentage <i>Note: Categories must sum to 100%</i>					The total amount reserved by the LEA to address the impact of Learning Loss	Total expenditures of ARP/ESSER LEA Learning Loss reserves in this reporting period	Activities or interventions the LEA implemented to satisfy the LEA's mandatory Learning Loss set-aside requirement of ARP/ESSER funds													LEA or Allow Complete Columns DMI to DMI							
i. Other Purchased Services	ii. Supplies	iii. Property	iv. Data Service and Measurement	j. Other Items	% Remaining Funds Planned for Addressing Physical Health and Safety	% Remaining Funds Planned for Meeting Students' Academic, Social, Emotional, and Other Needs (Excluding Mental Health Support)	% Remaining Funds Planned for Mental Health Support for Students and Staff	% Remaining Funds Planned for Operational Continuity and Other Uses			% Remaining Funds Not Yet Planned for Specific Use	a. Summer learning or summer enrichment	b. After-school programs	c. Extended instructional time (school day, school week, or school year)	d. Tutoring	e. Additional classroom teachers	f. Other additional staffing and/or activities to assess and support social-emotional well-being (including mental health supports), for students, educators and/or families	g. Other additional staffing and/or activities to assess and support mental health needs, for students, educators and/or families	h. Other additional staffing and/or activities to identify and/or respond to unique student needs and/or provide targeted support for vulnerable students (including low-income children, students, students with disabilities, English learners, social and ethnic minorities, students experiencing homelessness, and children and youth in foster care)	i. Universal screening	j. Improved coordination of services for students with multiple types of needs, such as full-service community schools or improved coordination with partner agencies, such as foster care services	k. Early childhood programs	l. Curriculum adoption and learning materials	m. Cross-staff capacity building training to increase operational quality and advance investments in their pipelines for teachers and/or classified staff	n. Other	o. Description of other activities (1500 character limit)	Phase describe how the selected activities or interventions respond to students' academic, social, and emotional needs. (500 character limit)	Total ARP/ESSER Allowance (as of 8/13/2023)	Total ARP/ESSER Allocation (Unobligated To Date (as of 8/13/2023))		
					73.00%	23.00%	2.00%		\$121,885.56	\$195,780.49	FALSE	FALSE	FALSE	FALSE	FALSE	FALSE	FALSE	FALSE	FALSE	FALSE	FALSE	FALSE	FALSE	FALSE	FALSE	FALSE	TRUE	Provided an Additional Elementary Staff member to support families seeking the virtual options of extended instruction with families to Address Elementary School and provided physical health and safety through development of	FALSE is to "mechanical" ventilation in Virginia Elementary School. Therefore, ventilation was provided as a need. During the 2021-2022 school year, administrative support was hired to oversee the process for the obtaining a ventilation contractor. The ventilation project began in June 2022 with an anticipated completion date of September 2022. Improving air quality will improve the health of the building and thus, its occupants - students and staff. Improved air quality will prevent future occurrences of illness and thus, improve attendance and access to learning and school resources such as school guidance counselor and psychologist. Additionally, in order to address unfulfilled learning and close achievement gaps, ESSER III funds, supported during the 2021-2022 school year, funding towards a second Title I Teacher. These funds were paired with Title I Title IVA, and REAP funds to fully fund the additional Title I Teacher. Also, in an effort to address unfulfilled learning and close achievement gaps,	\$489,627.82	\$0.00



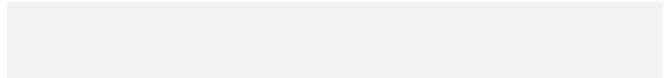
**X. Authorization**

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

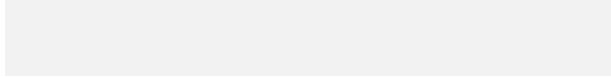
[ESSER@doe.nh.gov](mailto:ESSER@doe.nh.gov)



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



**Date**



**Printed Name - Superintendent / Head of School**

**Appendix A. ARPA Statutory Excerpt**

*(e) USES OF FUNDS.—A local educational agency that receives funds under this section—*

*(1) shall reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (20U.S.C. 6311(b)(2)(B)(xi)), students experiencing homelessness, and children and youth in foster care; and*

*(2) shall use the remaining funds for any of the following:*

*(A) Any activity authorized by the Elementary and Secondary Education Act of 1965.*

*(B) Any activity authorized by the Individuals with Disabilities Education Act.*

*(C) Any activity authorized by the Adult Education and Family Literacy Act.*

*(D) Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.*

*(E) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.*

*(F) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.*

*(G) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.*

*(H) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.*

*(I) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.*

*(J) Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.*

*(K) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.*

*(L) Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.*

*(M) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.*

*(N) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—*

*(i) administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;*

*(ii) implementing evidence-based activities to meet the comprehensive needs of students;*

*(iii) providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and*

*(iv) tracking student attendance and improving student engagement in distance education.*

*(O) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.*

*(P) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.*

*(Q) Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.*

*(R) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.*

## Appendix B. Interim Final Requirements of ARP ESSER Excerpt

### Appendix B. Interim Final Requirements of ARP ESSER Excerpt

#### *(2) LEA ARP ESSER Plan.*

*(a) Each LEA that receives ARP ESSER funds must submit to the SEA, in such manner and within a reasonable timeline as determined by the SEA, a plan that contains any information reasonably required by the SEA. The plan, and any revisions to the plan submitted consistent with procedures established by the SEA, must describe—*

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

*(ii) How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs;*

*(iii) How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e) of the ARP Act; and*

*(iv) How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.*

*(b) In developing its ARP ESSER plan, an LEA must—*

*(i) Engage in meaningful consultation—*

*(A) With stakeholders, including: Students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions; and*

*(B) To the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students; and*

*(ii) Provide the public the opportunity to provide input and take such input into account.*

*(c) An LEA's ARP ESSER plan must be—*

*(i) In an understandable and uniform format;*

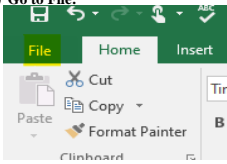
*(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;*

*(iii) Upon request by a parent who is an individual with a disability as defined by the ADA, provided in an alternative format accessible to that parent; and*

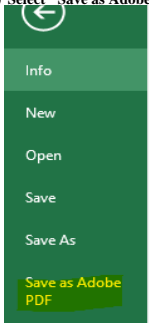
*(iv) Be made publicly available on the LEA's website.*

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

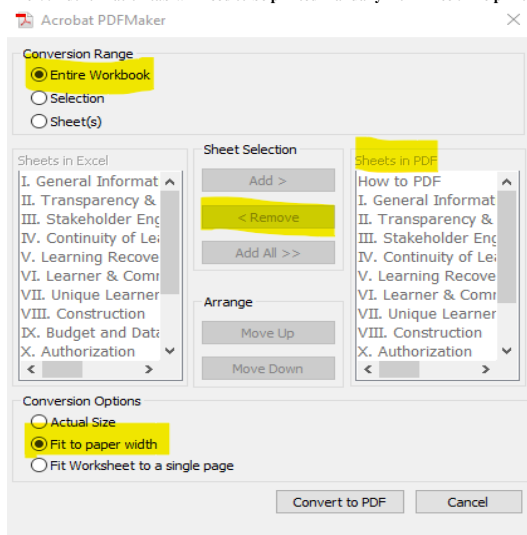
1) Go to File:



2) Select "Save as Adobe PDF":



3) Select "Entire Workbook" and "Fit to paper width." Locate the "IV. Budget and Data Reporting" tab from the list beneath "Sheets in PDF." Select "Remove." The reason is because this spreadsheet is so large, that the information will not easily transpose. The V. Authorization tab will need to be printed manually from Excel. The print range within the Excel workbook has been established for all tabs outlined.



3) Items due to the NHDOE by 01/13/2023:

- A. NH ARP ESSER LEA Fund Use - Excel Workbook
  - i Print the "V. Authorization" tab from Excel file
  - i Manually print and sign the "V. Authorization" tab from Excel file
- B. NH ARP ESSER LEA Fund Use - PDF Version
- C. Return each item listed above in one email message to ESSER@doe.nh.gov (3 separate attachments)