

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 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: → Cell C18 Must be Input for Formulas to Populate Correctly
- 2) District ID Number: → Autopopulates upon Selection
- 3) SAU Number: → Autopopulates upon Selection
- 4) Date of Publication:
- 5) Approver Name -
(Superintendent / Head of School):
- 6) Email & Telephone:

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.interlakes.org/userfiles/122/my%20files/arp-esser-lea-fund-use-aes%2021-22.pdf?id=1618>
<https://aes8.org/sites/default/files/Jacqui/arp-esser-lea-fund-use-AES%2021-22.pdf>

- 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. 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 was received.

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

No

1) Description:

i) Number *N/A*

iii) Description of feedback received: N/A

Please indicate how consultation was:

2) Inclusive: N/A N/A

3) Widely advertised and available: N/A

4) Ongoing: N/A N/A

- b. Families (please choose one):

Yes - Description Required

1) 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. The public had 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.

i) Number of total responses: 0

ii) Uses consulted on: See description above.

iii) Description of feedback received: None

Please indicate how consultation was:

2) Inclusive: Meetings are open to all members of the public.

3) Widely advertised and available: Website and public postings

4) Ongoing: The School District Title I Parent Involvement Team will be consulted for future expenses. A dedicated electronic response is setup for feedback and

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. Close to 78% of the funds allocated for the Ashland School

- 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: The above description addresses this section.

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

4) Ongoing: The above description addresses this section.

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

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- 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: The above description addresses this section.

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

4) Ongoing: The above description addresses this section.

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:

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 Director of Student Services has oversight for special education, students who receive ELL services, and students who are homeless. Ashland Elementary School is School Wide Title I School. Title I programming is overseen by the School

- 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: The above description addresses this section.

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

4) Ongoing: The above description addresses this section.

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:

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 Director of Student Services has oversight for special education, students who receive ELL services, and students who are homeless. Ashland Elementary School is School Wide Title I School. Title I programming is overseen by the School

- 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: The above description addresses this section.

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

4) Ongoing: The above description addresses this section.

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

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:

- 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:

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:

The greatest portion of the ARP ESSER funds are set aside to address ventilation needs of the school. This is a priority as recommended by the CDC. This is a long-range use of the funds which will also require community support of the proposed ventilation plan. As a result, these funds will most likely not be accessed until later within the grant period. The Ashland School Board has been actively working to review proposals and shortly, will be positioned to finalize a ventilation plan.

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:

Ashland Elementary School has the benefit of being a small school with a personalized approach to learning. Educators consistently use academic, attendance, and behavior data to address individual student needs. Teachers, Guidance, Support Staff and Administration work collaboratively to identify needs, develop plans to meet needs, implement plans and monitor progress.

- 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 School District will utilize funds to provide an Academic Interventionist Teacher. This additional Academic Interventionist will allow for increased access to direct instruction to close learning gaps. Additionally, a portion of the funds will be used to further support the expansion of school-wide Title I programming with the addition of a second Title I Teacher. These three positions (2 Title I with a portion of funding through ARP ESSER III and ARP ESSER III funded Academic Interventionist) will work collaboratively with Classroom Teachers to address learning loss and gaps.

Description During SY 2022-2023:

At this time, no additional funds are planned from ARP ESSER III for learning loss. The existing entitlement grants and approved School District budget will be used to address learning loss.

Description During SY 2023-2024:

At this time, no additional funds are planned from ARP ESSER III for learning loss. The existing entitlement grants and approved School District budget will be used to address learning loss.

- 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:

ARP ESSER funds are being used to provide direct instruction and support during the school day to address learning gaps. This support is data driven and specific to each learner's needs; direct instruction is designed and provided to the learner based on the identified gap in learning.

- 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 School collects and analyzes student learning data. The analysis of this data will provide evidence on the effectiveness of the additional Title I Teacher and Academic Interventionist.

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(c)(1) of the ARP Act, how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(c)(2) of the ARP Act (See Appendix A):

Description During SY 2021-2022:

Additional administrative support to assist with understanding ventilation needs and acquiring of proposals for ventilation (\$7,879.98); School Advisor for families electing Virtual Learning Academy Charter School option (\$4,117.44); indirect costs (\$9,597.29); and \$473,949.90 for ventilation project. Only \$2,014.09 of indirect costs are presently budgeted for in the Grant Management System. The \$473,949.90 is not yet budgeted for ventilation as a proposal is not ready at this time to submit for approval, rather the funds have been reserved for this priority; once a proposal is ready, the request will be submitted for approval through the established approval process for such an activity.

Description During SY 2022-2023:

The administrative support may extend into the 2022-2023 school year to support the work related to a ventilation project. Additionally, indirect costs will extend once a ventilation project is approved and underway.

Description During SY 2023-2024:

The administrative support may extend into the 2023-2024 school year to support the work related to a ventilation project. Additionally, indirect costs will extend once a ventilation project is approved and underway.

- 2) After accounting for the funds reserved under section 2001(c)(1) of the ARP Act, how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(c)(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): **No**

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

Description of all SYs - 2021 to 2024:

For the 2021/2022 school year, \$13,151.87 of ARP ESSER III funds are to support Title I; this support coupled with other entitlement grants provides for a second Title I Teacher to be hired for our Schoolwide Title I Program. Additionally, \$100,731.34 of ARP ESSER III funds has provided for an Academic Interventionist to be hired to support learners who are behind. The total of these funds accounts for the 20% set aside for learning recovery, however, they are listed in this section as they do provide for individualized and small group instruction tailored to meet learner needs.

- 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): **No**

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

Description of all SYs - 2021 to 2024:

Families were provided the option to remain enrolled at Ashland Elementary School while enrolling in Virtual Learning Academy Charter School (VLACS). In order to ensure connection between the home and school for families electing this option, \$4,117.44 were budgeted in the ARP ESSER III grant to fund a School Advisor. The School Advisor serves as a liaison with the family, AES, and VLACS. Additionally, the School Advisor assists with coordinating supports, if needed.

- 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: \$0

Percentage: 0

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:

Ashland School District is a single school district. Strong collaboration exists between, the School Board, SAU Administration 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. Close to 78% of the funds allocated for the Ashland School District have been reserved to address ventilation and once, a decision on the project is determined those funds will be applied for through the established process for such an activity.

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 attainment 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:

Ashland Elementary School has the benefit of being a small school with a personalized approach to learning. Educators consistently use academic, attendance, and behavior data to address individual student needs in the areas of academic, social emotional and mental health. Classroom Teachers, Special Education Teachers, Guidance, Support Staff and Administration work collaboratively to identify needs, develop plans to meet needs, implement plans and monitor progress. The addition of a second Title I Teacher and an Academic Interventionist for the 2021/2022 school year provides additional support for students and families. In addition to in-person learning this school year (2021/2022), families had the option of staying enrolled at Ashland Elementary while accessing classes through Virtual Learning Academy Charter School (VLACS). Funds from ARP ESSER III were used to pay for an advisor for families electing this option. This provides a liaison for families electing the virtual option to keep the learner and family connected to Ashland Elementary School.

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:

The Ashland School Board is actively working to identify the appropriate course of action to address the fact that the school has no mechanical exchange of air; meaning no fresh air is drawn in and no air from the building is exhausted outside the building. Therefore, this has become a top priority to be addressed through ARP ESSER III funds as well as CRSSA ESSER II funds. Additional administrative support has been funded through ARP ESSER III (\$7,879.98) to assist with the process of developing an understanding of ventilation needs and acquiring proposals. At this time \$473,949.90 has not been budgeted in the grant as these funds will be requested once a proposal and direction for ventilation is determined the process to request funds for a ventilation project will be proposed to through the established process.

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.