

L.E.A. AEP COVID Plan - A Plan for the L.E.A.'s Use of AEP COVID Funds

Please submit to the Board of Education by 05/15/2022.

The American Rescue Plan Elementary and Secondary School Emergency Relief ("AEP COVID") Fund, authorized under the American Rescue Plan ("ARP") Act of 2021, provides "one flexible and 170 million to support schools in safely reopening and expanding educational opportunities to children while meeting the academic, social, emotional, and mental health needs of students resulting from the coronavirus disease 2019 ("COVID-19") pandemic.

This mandatory spending is made available to eligible schools to use in accordance with the requirements of the ARP Act to meet the federal requirement that requires that an L.E.A. shall submit an L.E.A. AEP COVID Plan, which is also called a "school district use of funds plan." See the Department of Education's

most current version of the ARP Act's "one flexible and 170 million" at <https://www.gpo.gov/records/2021-05-22/2021-05-22-001-01-19-001>.

I. General Information

1) School District / Charter School Name:	<u>Union Area</u>	→ <i>Use ZIP Code to Search for Parameters in Parameter Controls</i>
2) District ID Number:	<u>1137</u>	→ <i>Autocomplete upon Selection</i>
3) AEP Number:	<u>1</u>	→ <i>Autocomplete upon Selection</i>
4) Date of Publication:	<u>5/16/22</u>	
5) Approver Name:	<u>John Bishop</u>	
6) Approver (Head of School):	<u>John Bishop</u>	
7) Email & Telephone:	<u>johnbishop@union.k12.pa.us</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:

[http://n12cdn4static.sharpschool.com/UserFiles/Servers/Server_58936/File/Coronavirus_COVID-19/School%20re-entry/2021-2022/ESSERIF%20and%20H%20Funds%20-%20Conway%20Recommended%20Allocations%20\(1\).pdf](http://n12cdn4static.sharpschool.com/UserFiles/Servers/Server_58936/File/Coronavirus_COVID-19/School%20re-entry/2021-2022/ESSERIF%20and%20H%20Funds%20-%20Conway%20Recommended%20Allocations%20(1).pdf) (This link is found by going to www.sau9.org and looking at the COVID resource tab.)

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

Yes - Description Required

Description:

Terms used in the plan are clearly defined. Allowable expenses are explained. Allocations are listed. Information is organized logically, and both text and graphs are used to share information.

- 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 was written using language that is simple and clear. Schools offer translation or support for understanding for caregivers with limited proficiency in English.

- 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 a caregiver with a disability makes such a request, the plan will be provided in an alternative, accessible 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 engaged with stakeholders to develop the plan for using ARP ESSER funds. The development of a strategic plan during the 2020 school year allowed us to engage with a diverse group of stakeholders to identify priorities. During that time, data was collected using community forums, surveys, and focus groups. Some meetings were face to face while others were virtual. All meetings were open to the public. For face to face meetings, supports such as food and child care were provided to attempt to remove barriers to participation. All ARP ESSER funds have been allocated to support activities aligned to the goals of the strategic plan while addressing the challenges created by the COVID-19 global pandemic. Additionally, plans for the use of ARP ESSER funds were shared publically at school board meetings providing additional opportunities for input.

- 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 the community developed goals and action steps of the strategic plan plan and used those to shape the budget for the ARP ESSER use of funds. Additionally, members of the community provided additional input regarding student needs during additional public meetings. These needs have been incorporated in the ARP ESSER budget through the inclusion of items such as access to free tutoring and the hiring of a school social worker to help address identified mental health needs.

- 3) How the LEA engaged in meaningful consultation with specific stakeholders, including, but not limited to:

- a. Students (please choose one):

Somewhat - Description Required

1) Description:

During the strategic planning process students were able to provide input into goals and action steps by participating in a focus group conversation. There were student representatives on our team who developed our Portrait of a Learner which became the foundation for our Strategic Plan. We used to Strategic Plan as the foundation for the ESSER budget development.

i) Number of total responses: There were several district surveys sent out to students to identify barriers to learning throughout the pandemic. Multiple surveys resulted in over 1,000 responses.

ii) Uses consulted on: After each survey, adjustments to instructional delivery, resources and programming were made. Three surveys were given to students to address learning in a pandemic.

iii) Description of feedback received: Students provided feedback about programming needs, technology implementation, staff connectivity, and changes to education.

Please indicate how consultation was:

2) Inclusive: All students were provided multiple opportunities to fill out surveys. Focus groups were facilitated during the strategic planning process to elicit student feedback. During the fall of 2021 and winter of 2022 the School Social Worker at KHS facilitated focus group discussions with students to identify on-going needs.

3) Widely advertised and available: Surveys distributed to all students. Volunteers were solicited for the Strategic Planning process. High School Social Worker made focus group conversations available to all students.

4) Ongoing: Continued conversations with students through family support liasions, guidance counselors and social workers.□

- b. Families (please choose one):

Somewhat - Description Required

1) Description:

During the strategic planning process families were able to provide input into the goals and action steps through surveys and focus group conversations. There were family representatives on our team who developed our Portrait of a Learner. The Portrait of a Learner became the foundation for our strategic plan, which was used to guide the development of the ESSER budget. Additionally, there is a survey posted to the COVID section of our website through which individuals can provide feedback specific to our ESSER Use of Funds Plans.

i) Number of total responses: There were several district surveys sent out to families to identify barriers to learning through a pandemic. Multiple surveys resulted in over 1,500 responses.

ii) Uses consulted on: After each survey, adjustments to instructional delivery, resources and programming were made. Three surveys were given to parent/families to address learning in a pandemic.

iii) Description of feedback received: Families provided feedback about programming needs, technology implementation, staff connectivity, and changes to education.

Please indicate how consultation was:

2) Inclusive: All individuals interested in providing input were able to do so. There is also a survey posted on our website to allow individuals to provide feedback and input specific to the Use of Funds plans.

3) Widely advertised and available: Surveys distributed to all families. Volunteers were solicited for the Strategic Planning process.

4) Ongoing: The use of funds plan has been distributed at school board meetings, posted on the SAU 9 website along with a survey link to provide feedback.

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

Yes - Description Required

1) Description:

Weekly administrative meetings took place during the development of the plan. The draft plan was developed and shared out for feedback. Feedback from administration was incorporated into the plan.

i) Number of total responses: 16

ii) Uses consulted on:

All aspects of plan development; The weekly meeting agenda always includes a discussion relating to the impacts of COVID and strategies for addressing them.

iii) Description of feedback received: School and district administrators, including our Director of Special Services, described student and building needs resulting from COVID-19. Those needs were addressed in the Use of Funds Plan. For example, they described the need for furniture and tents for outdoor learning spaces, technology, and access to funds to support tutoring for students. They also identified a need for increased staffing, access to PPE, technology, lost opportunities to learn and facility concerns.

Please indicate how consultation was:

2) Inclusive: All administrators in SAU9 attend these weekly meetings and participated in plan/budget development

3) Widely advertised and available:

Including this item on our weekly agenda provides clear opportunities to provide input/feedback.

4) Ongoing: Weekly discussion

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

Yes - Description Required

1) Description:

The involvement of all stakeholders, including teachers, school principals, and other school staff, was critical in developing the School Re-Entry Plans, the Return to School Plan, and our Strategic Plan. There have been ongoing meetings of committees for this work, with each stakeholder group represented. There are also ongoing meetings with union personnel to address education issues and challenges during the pandemic.

i) Number of total responses:

There were over 40 members of the Return to School planning committee, with representatives from various stakeholder groups including teachers, unions, staff, school leaders, school board members, and the medical community.

ii) Uses consulted on:

Developing plans to safely reopen schools and meet student and staff needs.

iii) Description of feedback received:

Needs including reduced class sizes to limit exposure, resources to address lost opportunities to learn, and access to mental health support, reliable technology, and PPE were identified and associated items were included in the ARP ESSER budget.

Please indicate how consultation was:

2) Inclusive: It is an expectation for all administration to participate in weekly meetings. Open dialogue and communication with union officials. Open planning meetings for School Re-entry Planning. It is an expectation that all administrators participate in the weekly meetings. Open dialogue and communication with union officials. All planning meetings for School Re-entry were open to the public.

3) Widely advertised and available:

Meeting agendas and schedules were posted to the website and broadcast via email. Survey is posted to the website to elicit feedback at any time.

4) Ongoing:

There is a survey posted to the SAU9 website to allow for ongoing feedback/input on the ARP ESSER fund use.

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

No

1) Description:

Not applicable

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):

Yes - Description Required

1) Description:

The Special Services Parent Engagement Council Leadership Team has been discussing the needs of students and families resulting from COVID-19.

i) Number of total responses: 7

ii) Uses consulted on: Student needs, inclusion, and how to support and engage families after the pandemic.

iii) Description of feedback received:

Work needs to focus on communicating effectively, special services, and providing resources to families.

Please indicate how consultation was:

2) Inclusive: Peer to peer invitations, website development, social media

3) Widely advertised and available: Peer to peer invitations, website development, social media

4) Ongoing:

Meetings are monthly.

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:

Educators, administrators, and parents of students with disabilities, English learners, children experiencing homelessness, youth in foster care, and those use are often underserved have been engaged to identify needs and ways to address them. We have contracted with NH Parent Information Center for ongoing support and consultation. We also engage with our Out of District Coordinator/Court Liaison, Family Support Liaisons, our Learning Through Connections Teachers, and the Special Education Admin Team members to identify needs specific to these students.

i) Number of total responses: We have engaged more than 25 individuals to elicit information specific to this population of students.

ii) Uses consulted on: Needs specific to students within this population.

iii) Description of feedback received:

Many of these students require access to support beyond the school day to address gaps in learning resulting from the pandemic. They also are in need of support to develop social emotional learning skills.

Please indicate how consultation was:

2) Inclusive: Meetings are open to the public. All educators and administrators have been provided opportunities to share ideas/feedback.

3) Widely advertised and available: A survey is posted to the website to ensure access. Public comment at school board meetings has allowed many parents and community members the space to share their thoughts about our use of ARP ESSER funds.

4) Ongoing:

There is an open survey posted to the website. Public comment is a standing School Board agenda item. Agendas are posted publicly.

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

Yes - Description Required

1) Description:

Before and after-school programming through ESSER funds was coordinated with our current 21st Century Grant recipients (Project Succeed). Funds were used to support enrichment and remedial work. The Out of School Time Career Pathways grant team and the Future Learning Pathways grant team have provided feedback.

i) Number of total responses: N/A

ii) Uses consulted on: Student needs beyond the school day/year

iii) Description of feedback received:

Students require access to enriching programming beyond the school day and year. As a result, funds were allocated to allow students to access different "camp" experiences during vacation periods including School to Career Camps and STEM experiences in the summer months free of charge.

Please indicate how consultation was:

2) Inclusive: Project SUCCEED and School to Career Advisory board provided feedback regarding student needs. School to Career Director works closely with community organizations.

3) Widely advertised and available: Survey posted on website providing opportunity for feedback.

4) Ongoing: Survey posted on website to provide opportunity for feedback.

- 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):

Somewhat - Description Required

1) Description:

The local early childhood education providers follow the Re-entry and Return to School Plans established within the SAU. Transitional activities were planned during the summer months to help integrate students into the different schools and address lost opportunities to experience early childhood learning. The district Student Services Coordinator and the PreSchool coordinator worked with local ECE providers through the pandemic to ensure these children had access to education and needed supports.

i) Number of total responses:

Unknown

ii) Uses consulted on:

Needs of early childhood students and their families

iii) Description of feedback received:

Many of these students had disjointed ECE experiences. As a result there are gaps in social emotional and academic skill among our youngest learners.

Please indicate how consultation was:

2) Inclusive: Any person is able to provide feedback using the survey posted to our website.

3) Widely advertised and available:

Survey is posted on the website. Preschool coordinator visited each site.

4) Ongoing:

PreSchool coordinator and service providers visit each site regularly, providing opportunity to offer feedback. All feedback is considered.

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:

We have not accessed ARP ESSER funds for this purpose during the 2021-2022 school year, as we are currently using funds from CRRSA/ESSERII for these purposes.

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

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

Description During SY 2021-2022:

The Conway/Albany School District is using a variety of data points to identify students who have suffered adverse impacts, both in terms of academic and social/emotional growth, during the pandemic. We have looked at data from NWEA assessments, Fountas and Pinnell Benchmark assessments, and classroom based assessments. We have also examined data relating to attendance and discipline to identify students who were most likely to be in need of additional support.

- 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:

ARP ESSER Funds have not yet been accessed to support this work during the 21-22 school year as we are currently accessing funds from CRRSA/ESSERII to support these students.

Description During SY 2022-2023:

The intent is to use ARP ESSER Funds during the 2022-2023 school year to provide additional tutoring to students who have demonstrated gaps in achievement resulting from the pandemic. The Conway/Albany School District is also planning to use these funds to provide additional staff to support elementary literacy development, high school Science/Math experiences, and access to a Social Worker. Further, increasing our ELO coordinator position to full time provides an additional resource to help students develop critical skills necessary for them to achieve their post-secondary goals. During the summer and other vacation periods we are planning to use funds to remove financial barriers to participating in enrichment experiences including our School to Career Camps that will bolster student academic achievement.

Description During SY 2023-2024:

The intent is to use ARP ESSER Funds during the 2023-2024 school year to provide additional tutoring to students who have demonstrated gaps in achievement resulting from the pandemic. The Conway/Albany School District is also planning to use these funds to provide additional staff to support elementary literacy development, high school Science/Math experiences, and access to a Social Worker. Further, supporting our ELO coordinator position at a full time level to provide an additional resource to help students develop critical skills necessary for them to achieve their post-secondary goals. During the summer and other vacation periods we are planning to use funds to remove financial barriers to participating in enrichment experiences including our School to Career Camps that will bolster student academic achievement.

- 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:

We have budgeted funds to pay certified educators to provide supplemental and enrichment tutoring to students outside of school hours and during vacation periods.

- 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):

Yes - Description Required

Description:

We have budgeted funds to provide access to teacher-directed professional development.

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

Description:

The Conway/Albany School District will monitor student growth and achievement on indicators including NWEA, Fountas and Pinnell Benchmark Assessments, and classroom-based assessments to determine the effectiveness of interventions employed. Additionally, we are working to build an electronic dashboard system which would allow us to look at data at the student, school, and district levels.

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:

ARP/ESSER funds are being used in the 2021-2022 school year to address educator burn out by encouraging participation in a variety of wellness activities and reimbursing staff for associated costs.

Description During SY 2022-2023:

During the 2022-2023 school year, the funds beyond those reserved for learning loss will be used to replace windows at Kennett High School. The first part of this project was funded through CRRSA/ESSERII. Additional funds will be used to purchase new technology devices, upgrade infrastructure, provide flexible learning environments, and PPE as necessary. We are also allocating funds to encourage activities that will re-engage families in our schools. Finally, we have budgeted funds to provide educators with access to teacher-directed professional learning aligned to our district goals.

Description During SY 2023-2024:

During the 2023-2024 school year, funds beyond those reserved from learning loss will be used to replace windows at Kennett High School. Additional funds will be used to purchase new technology devices, upgrade infrastructure, provide flexibility in learning environments, and PPE as necessary. We are also allocating funds to encourage activities that will re-engage families in our schools. Finally we have budgeted funds to provide educators with access to teacher-directed professional learning.

- 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): **Yes - Description Required**

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

Description of all SYs - 2021 to 2024:

Funds have been budgeted to provide access to free tutoring to meet individual students' needs. Additionally, funds are also allocated to support STEM teachers for KHS and an elementary literacy teacher to allow for more individualized instruction for students in areas identified as impacted by COVID-19.

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

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

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

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

Description of all SYs - 2021 to 2024:

We have provided to each Conway/Albany School District Employee a reimbursement of up to \$350 for wellness-related costs during the 2021-2022 and again in the 2022-2023 school year.

- c. Improving family engagement:

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

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

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

Description of all SYs - 2021 to 2024:

Within our budget we have allocated funds to support family engagement. These funds are intended to allow us to purchase games/food/supplies for family events. Further we have budgeted funds to books for shared reading experiences as well as funds to support field trips that would include families.

- 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: \$300,000

Percentage: 7%

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:

Funds were allocated based upon student enrollment and needs.

- 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:

We have a robust CTE Center that is an integrated part of our high school. All students can access classes through the CTE center. Funding for the CTE center is provided through our local budget and Perkins funds. There are some funds in Arp/ESSER dedicated to provide access to School to Career camps to help middle school students learn about CTE opportunities.

- 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:

We are ensuring that the interventions implemented are responsive to the academic, social, emotional, and mental health needs of all students, particularly those disproportionately impacted by COVID-19 by analyzing data points that include reading achievement, math achievement, academic growth, attendance rates, and discipline rates. In March of 2021 we will be running student and family focus groups to determine how to best communicate opportunities to access out of school time learning and ensure those opportunities are aligned to parent/student needs. Additionally, providing access to enrichment experiences during school vacation periods and the summer will allow us to meet families' needs while also providing additional opportunities for student academic growth.

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:

We have received full approval to use ARP ESSER funds, conjunction with CRRSA ESSER funds to replace the windows at Kennett High School.

X. Authorization

**Please print and sign this page. Return a signed version with your completed packet to: ESSER@doe.nh.gov*



3/8/2022.

Approver Signature - Superintendent / Head of School

Date

Kevin Richard, SAU9 Superintendent of Schools

Printed Name - Superintendent / Head of School

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

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.

3) Items due to the NHDOE by 02/23/2022:

- A. NH ARP ESSER LEA Fund Use - Excel Workbook
 - i. Print the "IX. Budget and Data Reporting" and "X. Authorization" tabs from Excel file
 - ii. Manually print and sign the "X. 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 (4 separate attachments)