

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

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

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

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

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

I. General Information

- 1) School District / Charter School Name: Deerfield → Cell C18 Must be Input for Formulas to Populate Correctly
- 2) District ID Number: 127 → Autopopulates upon Selection
- 3) SAU Number: 53 → Autopopulates upon Selection
- 4) Date of Publication: 1/13/2023
- 5) Approver Name - (Superintendent / Head of School): Patty Sherman, Superintendent
- 6) Email & Telephone: (603)485-5187; psherman@sau53.org

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 plan may be found on the school district website at dcs.sau53.org

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

Yes - Description Required

Description:

The plan was developed in a clear, understandable, and uniform format.

- 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 developed in a clear, understandable, and uniform format. Translations available as needed.

- 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 Deerfield School district is committed to ensuring that persons with disabilities can access information on the District's website. For additional assistance or concerns accessing the content on the website may call the school.

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:

Our district sent out a survey to a wide, diverse, and inclusive stakeholder group. This survey asked stakeholders about their top priorities for the use of funds, any services they may provide that fall within the scope of this grant, and their beliefs about how the district should support students and the school community over the course of the grant period. School and district leadership shared those survey results with the school board during a public meeting, and with the community through our website. Decisions were made using the survey results, current research about best practice, and the strategic plan for the school and district to improve student outcomes.

- 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:

A public survey was sent to all families in SAU 53 about the use of ESSER funds. There is also the option for any member of the public to submit feedback on the use of ESSER funds via the ESSER Funds link on the school website and through the general feedback email.

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

Yes - Description Required

1) Description:

Students have been surveyed formally and informally to seek input on their school experiences, interests, and areas of need.

i) Number of total responses: 51

ii) Uses consulted on: ongoing

iii) Description of feedback received: The feedback received was posted on the school website. Responses indicate the top three areas of need were: 1) addressing learning loss, 2) Behavioral, Social-Emotional, and/or Mental Health Support for Students, and 3) Student Engagement.

Please indicate how consultation was:

2) Inclusive: All students with a school email address received the SAU survey on the use of ESSER Funds.

3) Widely advertised and available: General feedback email @ SAU and for Deerfield Community School provided in weekly newsletter and on website.

4) Ongoing: General feedback email @ SAU and for Deerfield Community School provided in weekly newsletter and on website.

- b. Families (please choose one):

Yes - Description Required

1) Description:

Families had an opportunity to provide feedback through the district website, phone calls and emails to the district's administration, and attending school board meetings. - General feedback email @ SAU and for Deerfield Community School provided in weekly newsletter and on website.

i) Number of total responses: 673

ii) Uses consulted on: Learning gaps and supporting behavioral and social-emotional needs

iii) Description of feedback received: The feedback received was posted on the school website. Responses indicate the top three areas of need were: 1) addressing learning loss, 2) Behavioral, Social-Emotional, and/or Mental Health Support for Students, and 3) Student Engagement.

Please indicate how consultation was:

2) Inclusive: All families with children in the schools received the SAU survey on the use of ESSER Funds.

3) Widely advertised and available: The survey was sent out to all families.

4) Ongoing: Families have had ongoing opportunity to provide feedback on the use of ESSER funds. They had the opportunity to respond to the survey, can submit feedback via the school website, or attend monthly school board meetings.

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

Yes - Description Required

1) Description:

All administrators have had multiple opportunities to provide feedback to include leadership meetings and the survey that was sent out to all stakeholders.

i) Number of total responses: 20

ii) Uses consulted on: Learning gaps and supporting behavioral and social-emotional needs.

iii) Description of feedback received: Administrators have had ongoing opportunity to provide feedback on the use of ESSER funds. They had the opportunity to respond to the survey, can submit feedback via the school website, or attend monthly school board meetings. Administrators provided feedback identifying their priorities as student learning loss, improvement of the facilities and staffing.

Please indicate how consultation was:

2) Inclusive: All administrators had the opportunity to provide feedback through the survey that was created

3) Widely advertised and available: Administrators received notice that they can provide feedback through the survey @ leadership meetings.

4) Ongoing: Administrators received the survey. They also received notice about the feedback email posted on the school website.

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

Yes - Description Required

1) Description:

All of these constituents have had opportunities to take the survey and offer feedback.

i) Number of total responses: 127

ii) Uses consulted on: Teachers provided feedback identifying their priorities as student learning loss, improvement of the facilities and staffing.

iii) Description of feedback received: Teachers & school personnel have had ongoing opportunity to provide feedback on the use of ESSER funds. They had the opportunity to respond to the survey, can submit feedback via the school website, or attend monthly school board meetings. Feedback provided identified their priorities as student learning loss, improvement of the facilities and staffing.

Please indicate how consultation was:

2) Inclusive: All school personnel had the opportunity to provide feedback through the survey that was created.

3) Widely advertised and available: Staff were notified of the ways to provide feedback

4) Ongoing: Staff have an opportunity for ongoing feedback via staff meetings, school-based leadership meetings, school board meetings, or via the school. Feedback provided identified their priorities as student learning loss, improvement of the facilities and staffing.

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

Yes - Description Required

1) Description:

Tribes have the opportunity to provide input through the email address posted on the school website.

i) Number of total responses: 0

ii) Uses consulted on: Ongoing

iii) Description of feedback received: N/A

Please indicate how consultation was:

2) Inclusive: If a student or family of a student were a member of a tribe, then they had the opportunity to provide feedback on the survey.

3) Widely advertised and available: The survey went out to all students and families. Information on the use of ESSER funds is posted on the SAU website.

4) Ongoing: Members a tribe continue to have the opportunity to provide ongoing feedback. This can be done via the school website or attending a monthly school board meeting.

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

Yes - Description Required

1) Description:

Civil rights and disability rights organizations have the opportunity to provide input through the email address posted on the school website.

i) Number of total responses: 8 (parent advocacy groups)

ii) Uses consulted on: Ongoing - Feedback provided identified their priorities as student learning loss, improvement of the facilities and staffing.

iii) Description of feedback received: Organizations have had ongoing opportunity to provide feedback on the use of ESSER funds. They had the opportunity to respond to the survey, can submit feedback via the school website, or attend monthly school board meetings.

Please indicate how consultation was:

2) Inclusive: Civil rights and disability rights organizations have the opportunity to provide the district with feedback on the use of ESSER funds.

3) Widely advertised and available: Civil rights and disability rights organization can access information on the use of ESSER funds.

4) Ongoing: Civil rights and disability rights organization have the opportunity for ongoing feedback via the school website or by attending monthly school board meetings. Feedback provided identified their priorities as student learning loss, improvement of the facilities and staffing.

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:

Stakeholders representing interests of children with disabilities, English Learners, and children experiencing homelessness have had multiple opportunities for input through surveys, the school website, and school board meetings.

i) Number of total responses: 12

ii) Uses consulted on: Feedback provided identified their priorities as student learning loss, improvement of the facilities and staffing.

iii) Description of feedback received: Stakeholders representing interests of children with disabilities have had ongoing opportunity to provide feedback on the use of ESSER funds. They had the opportunity to respond to the survey, can submit feedback via the school website, or attend monthly school board meetings. Feedback provided identified their priorities as student learning loss, improvement of the facilities and staffing.

Please indicate how consultation was:

2) Inclusive: Stakeholders representing interests of children with disabilities have the opportunity to provide the district with feedback on the use of ESSER funds.

3) Widely advertised and available: Information on the use of ESSER funds can be found on the school website.

4) Ongoing: Stakeholders representing interests of children with disabilities have the opportunity for ongoing feedback via the school website or by attending monthly school board meetings.

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

Yes - Description Required

1) Description:

Community-based organizations have had opportunities for input through the school website and school board meetings.

i) Number of total responses: 2

ii) Uses consulted on: Feedback provided identified their priorities as student learning loss, improvement of the facilities and staffing.

iii) Description of feedback received: Community based organizations have had ongoing opportunity to provide feedback on the use of ESSER funds. They had the opportunity to respond to the survey, can submit feedback via the school website, or attend monthly school board meetings. Feedback provided identified their priorities as student learning loss, improvement of the facilities and staffing.

Please indicate how consultation was:

2) Inclusive: Community-based organizations have the opportunity to provide feedback on the use of ESSER funds.

3) Widely advertised and available: Information on the use of ESSER funds is posted on the school website.

4) Ongoing: Community-based organizations have the opportunity to provide ongoing feedback via the school website or by attending monthly school board meetings.

i. Early childhood education providers and families, including partnerships to ensure access to and continuity of care for families with children of different ages, particularly as they transition to school (please check one):

Yes - Description Required

1) Description:

Early childhood providers have had input through surveys, meetings, the school website and school board meetings.

i) Number of total responses: 0

ii) Uses consulted on: Ongoing

iii) Description of feedback received: N/A

Please indicate how consultation was:

- 2) Inclusive:** Early childhood providers had the opportunity to provide feedback on the survey on the use of ESSER funds.
- 3) Widely advertised and available:** Information on the use of ESSER funds can be found on the school website.
- 4) Ongoing:** Early childhood providers have the opportunity to provide ongoing feedback via the school website or by attending monthly school board meetings.

Section 1: General Information						Section 2: Project Details					Section 3: Financial Summary										Section 4: Final Totals						
Item	Description	Code	Unit	Quantity	Value	Project Name	Start Date	End Date	Status	Phase	Budget	Actual	Variance	Forecast	Notes	Category	Sub-Category	Item	Value	Item	Value	Item	Value	Total	Total	Total	
1	Item 1			10	100	Project A	2023-01-01	2023-12-31	Active	Phase 1	100	100	0	100		Material	Construction	1	100	2	200	3	300	4	600	600	600
2	Item 2			20	200	Project A	2023-01-01	2023-12-31	Active	Phase 1	200	200	0	200		Material	Construction	2	200	5	500	6	600	7	1300	1300	1300
3	Item 3			30	300	Project A	2023-01-01	2023-12-31	Active	Phase 1	300	300	0	300		Material	Construction	3	300	8	800	9	900	10	2000	2000	2000
4	Item 4			40	400	Project A	2023-01-01	2023-12-31	Active	Phase 1	400	400	0	400		Material	Construction	4	400	11	1100	12	1200	13	2700	2700	2700
5	Item 5			50	500	Project A	2023-01-01	2023-12-31	Active	Phase 1	500	500	0	500		Material	Construction	5	500	14	1400	15	1500	16	4200	4200	4200
6	Item 6			60	600	Project A	2023-01-01	2023-12-31	Active	Phase 1	600	600	0	600		Material	Construction	6	600	17	1700	18	1800	19	5900	5900	5900
7	Item 7			70	700	Project A	2023-01-01	2023-12-31	Active	Phase 1	700	700	0	700		Material	Construction	7	700	20	2000	21	2100	22	8000	8000	8000
8	Item 8			80	800	Project A	2023-01-01	2023-12-31	Active	Phase 1	800	800	0	800		Material	Construction	8	800	23	2300	24	2400	25	10300	10300	10300
9	Item 9			90	900	Project A	2023-01-01	2023-12-31	Active	Phase 1	900	900	0	900		Material	Construction	9	900	26	2600	27	2700	28	13000	13000	13000
10	Item 10			100	1000	Project A	2023-01-01	2023-12-31	Active	Phase 1	1000	1000	0	1000		Material	Construction	10	1000	29	2900	30	3000	31	16000	16000	16000
11	Item 11			110	1100	Project A	2023-01-01	2023-12-31	Active	Phase 1	1100	1100	0	1100		Material	Construction	11	1100	32	3200	33	3300	34	19300	19300	19300
12	Item 12			120	1200	Project A	2023-01-01	2023-12-31	Active	Phase 1	1200	1200	0	1200		Material	Construction	12	1200	35	3500	36	3600	37	22800	22800	22800
13	Item 13			130	1300	Project A	2023-01-01	2023-12-31	Active	Phase 1	1300	1300	0	1300		Material	Construction	13	1300	38	3800	39	3900	40	26700	26700	26700
14	Item 14			140	1400	Project A	2023-01-01	2023-12-31	Active	Phase 1	1400	1400	0	1400		Material	Construction	14	1400	41	4100	42	4200	43	30800	30800	30800
15	Item 15			150	1500	Project A	2023-01-01	2023-12-31	Active	Phase 1	1500	1500	0	1500		Material	Construction	15	1500	44	4400	45	4500	46	35200	35200	35200
16	Item 16			160	1600	Project A	2023-01-01	2023-12-31	Active	Phase 1	1600	1600	0	1600		Material	Construction	16	1600	47	4700	48	4800	49	40000	40000	40000
17	Item 17			170	1700	Project A	2023-01-01	2023-12-31	Active	Phase 1	1700	1700	0	1700		Material	Construction	17	1700	50	5000	51	5100	52	45100	45100	45100
18	Item 18			180	1800	Project A	2023-01-01	2023-12-31	Active	Phase 1	1800	1800	0	1800		Material	Construction	18	1800	53	5300	54	5400	55	50500	50500	50500
19	Item 19			190	1900	Project A	2023-01-01	2023-12-31	Active	Phase 1	1900	1900	0	1900		Material	Construction	19	1900	56	5600	57	5700	58	56200	56200	56200
20	Item 20			200	2000	Project A	2023-01-01	2023-12-31	Active	Phase 1	2000	2000	0	2000		Material	Construction	20	2000	59	5900	60	6000	61	62200	62200	62200
21	Item 21			210	2100	Project A	2023-01-01	2023-12-31	Active	Phase 1	2100	2100	0	2100		Material	Construction	21	2100	62	6200	63	6300	64	68500	68500	68500
22	Item 22			220	2200	Project A	2023-01-01	2023-12-31	Active	Phase 1	2200	2200	0	2200		Material	Construction	22	2200	65	6500	66	6600	67	75000	75000	75000
23	Item 23			230	2300	Project A	2023-01-01	2023-12-31	Active	Phase 1	2300	2300	0	2300		Material	Construction	23	2300	68	6800	69	6900	70	81900	81900	81900
24	Item 24			240	2400	Project A	2023-01-01	2023-12-31	Active	Phase 1	2400	2400	0	2400		Material	Construction	24	2400	71	7100	72	7200	73	89000	89000	89000
25	Item 25			250	2500	Project A	2023-01-01	2023-12-31	Active	Phase 1	2500	2500	0	2500		Material	Construction	25	2500	74	7400	75	7500	76	96500	96500	96500
26	Item 26			260	2600	Project A	2023-01-01	2023-12-31	Active	Phase 1	2600	2600	0	2600		Material	Construction	26	2600	77	7700	78	7800	79	104200	104200	104200
27	Item 27			270	2700	Project A	2023-01-01	2023-12-31	Active	Phase 1	2700	2700	0	2700		Material	Construction	27	2700	80	8000	81	8100	82	112300	112300	112300
28	Item 28			280	2800	Project A	2023-01-01	2023-12-31	Active	Phase 1	2800	2800	0	2800		Material	Construction	28	2800	83	8300	84	8400	85	120700	120700	120700
29	Item 29			290	2900	Project A	2023-01-01	2023-12-31	Active	Phase 1	2900	2900	0	2900		Material	Construction	29	2900	86	8600	87	8700	88	129400	129400	129400
30	Item 30			300	3000	Project A	2023-01-01	2023-12-31	Active	Phase 1	3000	3000	0	3000		Material	Construction	30	3000	89	8900	90	9000	91	138400	138400	138400
31	Item 31			310	3100	Project A	2023-01-01	2023-12-31	Active	Phase 1	3100	3100	0	3100		Material	Construction	31	3100	92	9200	93	9300	94	147700	147700	147700
32	Item 32			320	3200	Project A	2023-01-01	2023-12-31	Active	Phase 1	3200	3200	0	3200		Material	Construction	32	3200	95	9500	96	9600	97	157300	157300	157300
33	Item 33			330	3300	Project A	2023-01-01	2023-12-31	Active	Phase 1	3300	3300	0	3300		Material	Construction	33	3300	98	9800	99	9900	100	167300	167300	167300
34	Item 34			340	3400	Project A	2023-01-01	2023-12-31	Active	Phase 1	3400	3400	0	3400		Material	Construction	34	3400	101	10100	102	10200	103	177500	177500	177500
35	Item 35			350	3500	Project A	2023-01-01	2023-12-31	Active	Phase 1	3500	3500	0	3500		Material	Construction	35	3500	104	10400	105	10500	106	188000	188000	188000
36	Item 36			360	3600	Project A	2023-01-01	2023-12-31	Active	Phase 1	3600	3600	0	3600		Material	Construction	36	3600	107	10700	108	10800	109	198800	198800	198800
37	Item 37			370	3700	Project A	2023-01-01	2023-12-31	Active	Phase 1	3700	3700	0	3700		Material	Construction	37	3700	110	11000	111	11100	112	209900	209900	209900
38	Item 38			380	3800	Project A	2023-01-01	2023-12-31	Active	Phase 1	3800	3800	0	3800		Material	Construction	38	3800	113	11300	114	11400	115	221400	221400	221400
39	Item 39			390	3900	Project A	2023-01-01	2023-12-31	Active	Phase 1	3900	3900	0	3900		Material	Construction	39	3900	116	11600	117	11700	118	233300	233300	233300
40	Item 40			400	4000	Project A	2023-01-01	2023-12-31	Active	Phase 1	4000	4000	0	4000		Material	Construction	40	4000	119	11900	120	12000	121	245500	245500	245500
41	Item 41			410	4100	Project A	2023-01-01	2023-12-31	Active	Phase 1	4100	4100	0	4100		Material	Construction	41	4100	122	12200	123	12300	124	258000	258000	258000
42	Item 42			420	4200	Project A	2023-01-01	2023-12-31	Active	Phase 1	4200	4200	0	4200		Material	Construction	42	4200	125	12500	126	12600	127	270800	270800	270800
43	Item 43			430	4300	Project A	2023-01-01	2023-12-31	Active	Phase 1	4300	4300	0	4300		Material	Construction	43	4300	128	12800	129	12900	130	283900	283900	283900
44	Item 44			440	4400	Project A	2023-01-01	2023-12-31	Active	Phase 1	4400	4400	0	4400		Material	Construction	44	4400	131	13100	132	13200	133	297400	297400	297400
45	Item 45			450	4500	Project A	2023-01-01	2023-12-31	Active	Phase 1	4500	4500	0	4500		Material	Construction	45	4500	134	13400	135	13500	136	311400	311400	311400
46	Item 46			460	4600	Project A	2023-01-01	2023-12-31	Active	Phase 1	4600	4600	0	4600		Material	Construction	46	4600	137	13700	138	13800	139	325800	325800	325800
47	Item 47			470	4700	Project A																					

X. Authorization

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

ESSER@doe.nh.gov

**Approver Name -
(Superintendent / Head of School):**


Patty Sherman, Sup

Email & Telephone:

603-485

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.*