

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

Please submit in both Excel and PDF form to [ESSER@doe.nh.gov](mailto:ESSER@doe.nh.gov) by 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/117/congress/house-bill/1319/text>) or the Interim Final Requirements of ARP ESSER in which the U.S. Department of Education established these requirements (<https://www.govinfo.gov/content/pkg/FR-2021-04-22/pdf/2021-08359.pdf>).

I. General Information

- |  |  |   |
|--|--|---|
| 1) School District / Charter School Name:                | <u>Epsom</u>   | → Cell C18 Must be Input for Formulas to Populate Correctly |
| 2) District ID Number:                                   | <u>167</u>   | → Autopopulates upon Selection                              |
| 3) SAU Number:   | <u>53</u>  | → Autopopulates upon Selection                              |
| 4) Date of Publication:                                  | <u>3/7/2022</u>  |   |
| 5) Approver Name -<br>(Superintendent / Head of School): | <u>Peter Warburton</u>   |   |
| 6) Email & Telephone:                                    | <u><a href="mailto:pwarburton@sau53.org">pwarburton@sau53.org</a> 603-485-5187</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:***

<https://docs.google.com/document/d/1g7M53tYzf74nn-izxOodn1x2DEcHzD6Z9MHLxBq8oR4/edit>

- 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 uniformed 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 written in a language that parents can understand. If there are any questions, if the plan needs translation, or if the plan needs to be read to a parent they may call the school and we will be happy to do so.

- 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 Epsom 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, anyone may call the school or email [epsomfeedback@sau53.org](mailto:epsomfeedback@sau53.org).

### 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:

Prior to the plan being developed, stakeholder input was sought to determine how the district should prioritize the expenditure of ESSER III funds. Stakeholders will have an opportunity for ongoing input throughout the project. Any interested member of the public is welcome to provide input at a school board meeting. The outcome of the stakeholder survey is posted on the school's website as well as the email address epsomfeedback@sau53.org where the public can provide any additional input at any time.

- 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:

After the stakeholder survey was conducted and data was collected we took the top three items listed as priority number one and began to plan activities to meet those needs. The top three priorities were address learning loss/gaps (increased intervention, tutoring, and support), behavioral, social-emotional, and/or mental health support for students, and HVAC and facilities updates. At this time we have entered in activities that will address learning loss. We are also looking into updating our HVAC system and are currently in the process of getting quotes.

- 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:

*Families were sent a survey and some had their children fill it out.*

<b>i) Number of total responses:</b>	9
<b>ii) Uses consulted on:</b>	<i>Students responded to a survey sent to families that was open from 11/9/21 - 11/30/21. Ongoing consultation through the school website and school board meetings.</i>
<b>iii) Description of feedback received:</b>	<i>3 Students chose to address student learning loss as their top priority. The remaining 5 all wanted to address a wide range of topics ranging from HVAC upgrades to bus transportation. Each of the other chosen categories each had one vote.</i>

*Please indicate how consultation was:*

<b>2) Inclusive:</b>	The survey was distributed to all families in our school. Some families chose to have their children fill out the survey.
<b>3) Widely advertised and available:</b>	We sent out an alert now message which calls all families as well as sends them an email with a message from the school.
<b>4) Ongoing:</b>	The survey was sent to all families in our school on multiple occasions to obtain meaningful feedback. Families had the opportunity to share the survey with their children as well as provide ongoing feedback to the ESSER feedback email located on the school website.

- b. Families (please choose one):

#### Yes - Description Required

##### 1) Description:

*Families had an opportunity to provide feedback through the school website, phone calls and emails to the district's administration, and attending school board meetings.*

<b>i) Number of total responses:</b>	136
<b>ii) Uses consulted on:</b>	<i>Families responded to a survey that was open from 11/9/21 - 11/30/21. Ongoing consultation through the school website and school board meetings.</i>

<b>iii) Description of feedback received:</b>	<i>The top three areas of need according to the families were; Addressing learning loss - 68 votes, Behavioral, Social-Emotional, and/or Mental Health Support for Students - 28 votes, and Increased Technology and Infrastructure - 11 votes.</i>
<i>Please indicate how consultation was:</i>	
<b>2) Inclusive:</b>	The survey was distributed to all families in our school.
<b>3) Widely advertised and available:</b>	We sent out an alert now message which calls all families as well as sends them an email with a message from the school.
<b>4) Ongoing:</b>	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**

<b>1) Description:</b>	
<i>Administrators have had multiple ongoing opportunities for input through meetings and surveys.</i>	
<b>i) Number of total responses:</b>	5
<b>ii) Uses consulted on:</b>	<i>A survey that was open from 11/9/21 - 11/30/21. Ongoing consultation through the school website and school board meetings.</i>
<b>iii) Description of feedback received:</b>	<i>The top area of need according to the administrators was Behavioral, Social-Emotional, and/or Mental Health Support for Students - 3 votes. The remaining areas of concern were to Address Learning Loss and Provide COVID-19 Testing in Schools.</i>
<i>Please indicate how consultation was:</i>	
<b>2) Inclusive:</b>	The survey was distributed to all administrators in our school as well as those who work closely with our school.
<b>3) Widely advertised and available:</b>	Administrators received notice that they can provide feedback through the survey, at leadership meetings, and at monthly school board meetings.
<b>4) Ongoing:</b>	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, provide feedback at leadership meetings and monthly school board meetings.

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

**Yes - Description Required**

<b>1) Description:</b>	
<i>Teachers have had multiple opportunities for input through ongoing staff meetings, leadership meetings, and surveys.</i>	
<b>i) Number of total responses:</b>	23
<b>ii) Uses consulted on:</b>	<i>A survey that was open from 11/9/21 - 11/30/21. Ongoing consultation through the school website, staff meetings, and school board meetings.</i>
<b>iii) Description of feedback received:</b>	<i>The top three areas of need according to the families were; Addressing learning loss - 8 votes, Behavioral, Social-Emotional, and/or Mental Health Support for Students - 7 votes, and HVAC and Facilities Updates and Upgrades - 4 votes.</i>
<i>Please indicate how consultation was:</i>	
<b>2) Inclusive:</b>	The survey was distributed to all staff members in our school.
<b>3) Widely advertised and available:</b>	All staff were emailed the survey to complete. They were also made aware of the feedback email that can be found on our school's website.

**4) Ongoing:** All staff members have had an 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.

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

**No**

**1) Description:**

*We do not have any known tribes in our community. An email address to provide input can be found on our school website for all to access.*

- i) Number of total responses:** 0
- ii) Uses consulted on:** A survey that was open from 11/9/21 - 11/30/21. Ongoing consultation through the school website, staff meetings, and school board meetings.
- iii) Description of feedback received:** Not Applicable - No responses received

*Please indicate how consultation was:*

- 2) Inclusive:** Information on the survey to provide meaningful input toward the uses of ESSER funds could be found on the school website if any tribes wished to contribute input.
- 3) Widely advertised and available:** Posted on school website
- 4) Ongoing:** Members of a tribe continue to have the opportunity to provide ongoing feedback through the school website or through attending school board meetings.

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

**Yes - Description Required**

**1) Description:**

*Civil rights and disability organizations have the opportunity to provide input through the email address found on the school website as well as through the survey.*

- i) Number of total responses:** 7
- ii) Uses consulted on:** A survey that was open from 11/9/21 - 11/30/21. Ongoing consultation through the school website, staff meetings, and school board meetings.
- iii) Description of feedback received:** *The top area of need according to the civil rights and disability rights organizations was Addressing learning loss - 4 votes. The remaining three categories that would be an area of need would be Behavioral, Social-Emotional, and/or Mental Health Support for Students, Family Engagement, and Increased Technology and Infrastructure, all with 1 vote each.*

*Please indicate how consultation was:*

- 2) Inclusive:** The SAU Leadership team distributed the survey to all organizations in the community of SAU 53.
- 3) Widely advertised and available:** The known civil rights and disability rights organizations in our community were sent the survey link through their email. The information on the use of ESSER funds can be accessed on our school website.
- 4) Ongoing:** Civil rights and disability rights organizations have had an 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.

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 to provide input through surveys, the school website, and school board meetings.*

- i) Number of total responses:** 5
- ii) Uses consulted on:** *A survey that was open from 11/9/21 - 11/30/21. Ongoing consultation through the school website, staff meetings, and school board meetings.*
- iii) Description of feedback received:** *The top two areas of need were; Addressing learning loss - 3 votes and COVID -19 testing in schools - 2 votes.*

*Please indicate how consultation was:*

**2) Inclusive:** Assistant Superintendent for Student Services, Karen Guercia and Kelly Raitt, Out of District Coordinator helped relay information as part of the leadership team.

**3) Widely advertised and available:** A survey was emailed out. Information on the use of ESSER funds can be found on the school website.

**4) Ongoing:** Stakeholders representing interests of children with disabilities, English Learners, and children experiencing homelessness have had an 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.

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

**Yes - Description Required**

**1) Description:**

*A survey was sent to many community-based organizations. All organizations also had the opportunity for input through the school website and through attending school board meetings.*

- i) Number of total responses:** 3
- ii) Uses consulted on:** *A survey that was open from 11/9/21 - 11/30/21. Ongoing consultation through the school website, staff meetings, and school board meetings.*
- iii) Description of feedback received:** *The top area of need according to community-based organizations was Addressing learning loss - 3 votes. The remaining two categories that would be an area of need would be Behavioral, Social-Emotional, and/or Mental Health Support for Students, and Student Engagement (afterschool activities, pro-social events), each with 1 vote.*

*Please indicate how consultation was:*

**2) Inclusive:** The SAU Leadership team distributed the survey to all organizations in the community of SAU 53, including police, fire, town offices, and Boys and Girls Club.

**3) Widely advertised and available:** A survey was emailed out. Information on the use of ESSER funds can be found on the school website.

**4) Ongoing:** Community-based organizations have had an 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.

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

**Yes - Description Required**

**1) Description:**

*Early childhood education providers and families were contacted and provided with a survey to provide meaningful input. They also have the opportunity to access the ESSER information on the website and attend school board meetings.*

- i) Number of total responses: 0*
- ii) Uses consulted on: A survey that was open from 11/9/21 - 11/30/21. Ongoing consultation through the school website, staff meetings, and school board meetings.*
- iii) Description of feedback received: Not Applicable - No responses received.*

*Please indicate how consultation was:*

- 2) Inclusive:** The SAU Leadership team distributed the survey to all organizations in the community of SAU 53, including local daycares and preschools in town.
- 3) Widely advertised and available:** A survey was emailed out. 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.

#### 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 are seeking quotes to update our HVAC system in order to allow fresh air to circulate throughout the building.



**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:***

Students needing support will be identified through various assessments (NHSAS, Star Early Literacy, EarlyBird, Star Reading, Star Math, AIMSWEB, DRA, assessments based on curriculum, and teacher recommendation).

- 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:***

Tutoring and summer school programs will take place with funds coming from other grants.

***Description During SY 2022-2023:***

We plan to hire a Reading/Writing Specialist and continue working with a math tutor to provide support for students having been impacted by lost instructional time and are showing gaps in their education. A summer school program will be held to provide supplemental instruction to a targeted group of students who have shown learning loss.

***Description During SY 2023-2024:***

We plan to continue working with a math tutor to provide support for students having been impacted by lost instructional time and are showing gaps in their education. A summer school program will be held to provide supplemental instruction to a targeted group of students who have shown 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):

No

***Description:***

While this activity is taking place the funds are not coming from the ARP ESSER grant.

- 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:***

A review and analysis of the districts results of the State Assessments, classroom assessments and observations, and DESSA data.

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

**Description During SY 2021-2022:**

We are in the process of getting quotes to update our HVAC system. The work for the project will not begin this school year.

**Description During SY 2022-2023:**

The possible insallment of the new HVAC system. We will also use the results of the survey to provide activities that will address the behavioral, social-emotional, and/or mental health support for students.

**Description During SY 2023-2024:**

Any remaining work that needs to be completed for the HVAC system as well as needs that arise through our ongoing consultation with our stakeholders.

- 2) After accounting for the funds reserved under section 2001(e)(1) of the ARP Act, how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act (See Appendix A):

- a. Providing individualized instruction:

During SY 2021-2022 (select one):

During SY 2022-2023 (select one):

During SY 2023-2024 (select one):

**Description of all SYs - 2021 to 2024:**

Each year we intend to use funds to provide individualized instruction through in-school tutoring and our summer school program. We are using ESSER II to fund these programs suring SY21-22.

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

During SY 2021-2022 (select one):

During SY 2022-2023 (select one):

During SY 2023-2024 (select one):

**Description of all SYs - 2021 to 2024:**

N/A

- c. Improving family engagement:

During SY 2021-2022 (select one):

During SY 2022-2023 (select one):

During SY 2023-2024 (select one):

**Description of all SYs - 2021 to 2024:**

N/A

- 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:

Percentage:

**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:**

N/A

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:***

DESSA data, which we use to assess social-emotional learning will address students' needs to provide school-based social-emotional learning interventions. Academic needs to be assessed through the NHSAS, AIMSWEB, STAR Reading, STAR Math, STAR Early Literacy, EarlyBird, assessments based on curriculum, and classroom observations.

## 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 are currently in the process of getting quotes to update our HVAC system to allow for both in-take and exhaust air flow throughout our building.

Specific Use Category <i>(User May Delete Current Selection Prior to Assigning Inputs)</i>	General Use Category <i>(May Select Some General Use Category in Multiple Rows Depending upon Specific Uses, May Delete Current Selection Prior to Assigning Inputs)</i>	Quantifiable Measurement of Expected Outcomes Resulting from Use <i>(Multiple Selections Per Use May Be Selected by Cell. To Clear Selection, Highlight Cell and Enter "Delete")</i>	Learning Loss - VN <i>(At least 20% of an LEA's Total Allocation Statutorily Required)</i>	Detailed Use Description <i>(Written Description, Including "Other" Responses, C-Columns A and C) and Trends if Applicable)</i>	Implementation Timeline - Please Select All that Apply				Budgeted To Date Per Use	Spent Through 12/31/23 Per Use	Total ARP ESSER Allocation (as of 6/30/2022)	Total ARP ESSER Allocation Unbudgeted To Date (as of 6/30/2022)
					SY 2020-2021	SY 2021-2022	SY 2022-2023	SY 2023-2024				
Construction	Addressing Physical Health and Safety - Please Specify in Detailed Use Description	-Please Select From the Following: May Select Multiple Categories - , Health and Safety Measurement - Specify in Detailed Use Description	No	We are currently looking into a quote to update our HVAC system. The updated system would allow for better air quality to circulate through our building adding fresh filtered air to the classrooms.	No	No	Yes	Yes	\$ -	\$ -	\$ -	\$ 246,660.19
Hiring and Retention - Instructional Staff	Meeting Student's Academic Needs	- Please Select From the Following: May Select Multiple Categories - , % Proficient in ELA Assessment	Yes - Description Required	We are looking to hire a Reading/Writing Specialist to provide support for students identified needing additional support outside of the regular education classroom in literacy.	No	No	Yes	No	\$ 54,015.60	\$ -	\$ -	\$ -
Hiring and Retention - Instructional Staff	Meeting Student's Academic Needs	- Please Select From the Following: May Select Multiple Categories - , % Proficient in Math Assessment	Yes - Description Required	We will continue working with a math tutor to provide instructional support to students identified as needing this service outside of the regular classroom setting.	No	No	Yes	Yes	\$ 79,561.86	\$ -	\$ -	\$ -
Universal Screening, Academic Assessments and Intervention Data System	Meeting Student's Academic Needs	- Please Select From the Following: May Select Multiple Categories - , % Proficient in ELA Assessment	Yes - Description Required	In order to combat learning loss we are implementing an assessment based software called EarlyThed. EarlyThed is a comprehensive assessment tool that not only gives us access a child on the key literacy outcomes, read predictivity of later reading success, while also providing dyslexia and MTSS/RTI risk scores.	No	Yes	Yes	Yes	\$ 3,356.00	\$ -	\$ -	\$ -

Baseline Data NY 2020 to 2021 - For Reference Purposes Only									
LEA Enrollment *October 2021 Data Personnelled	% Participation Math Assessment	% Participation Science Assessment	% Participation ELA Assessment	Average Daily Attendance	4 Year Adjusted Cohort Graduation Rate	In-School Suspensions	Expulsion	Instances of Bullying / Harassment	
379	89	89	88	94%	0%	10	0	1	

**X. Authorization**

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

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



3/7/2022

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

**Date**

*Peter Warburton*

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

**Appendix A. ARPA Statutory Excerpt**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*(P) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air*

*conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.*

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

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



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

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

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

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

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

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

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

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

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

*(i) Engage in meaningful consultation—*

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

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

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

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

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

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

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

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