

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

Please submit in both Excel and PDF form to ESSER@doe.nh.gov by 2/23/2022.

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

This mandatory template is intended to collect all federally required information from an LEA in a convenient format and to assist LEAs in meeting the federal requirement that, 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: Grantham → Cell C18 Must be Input for Formulas to Populate Correctly
- 2) District ID Number: 211 → Autopopulates upon Selection
- 3) SAU Number: 75 → Autopopulates upon Selection
- 4) Date of Publication: 6/23/2021
- 5) Approver Name - (Superintendent / Head of School): Dr. Sydney Leggett
- 6) Email & Telephone: sleggett@sau75.org 603-863-9689

II. Transparency and Accessibility

- 1) This plan for the LEA's Use of ARP ESSER funds was published and made publicly available online at the following specific web address:

Yes - Description Required

Description:

<https://www.gvshawks.org/sau-75/2021-22-reopening-plan>

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

Yes - Description Required

Description:

The reopening plan is in the format of our family handbook, which is familiar to our community and easily accessible. In addition, the use of funds is in a simple table with detailed entries, so anyone going to our website will be able to see all use of funds for transparency. It has been updated as our plan has been adjusted.

- 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:

Our plan is written in an easy to use format in a language familiar to our community. Our ELL teacher reached out to families to see if anyone needed translation.

- 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:

Our Director of Students Services, Principal, and School Counselor have reached out to families to see if anyone needs assistance accessing or understanding the plan.

III. Stakeholder Engagement

Best Practices in Implementing ARP ESSER LEA Use of Funds Plan

- 1) How the LEA provided the public the opportunity to provide input in the development of the LEA's plan for the use of ARP ESSER funds:

Yes - Description Required

Description:

SAU 75 has multiple opportunities for input from stakeholders, including surveys, committees, and public feedback sessions. These comprise our Safe Return to School Team (various positions from school plus operational personnel); Progress Monitoring Committee (PMC) (multiple constituents including parents/guardians, community members, local physicians including one pediatrician, local school board rep, teacher, support staff, and school administration) that meets at minimum biweekly and is ongoing; School Board meetings with public input at every meeting; parent/guardian input surveys; staff surveys; and a monthly zoom with school team (superintendent, principal, tech director, school counselor, and school nurse) open to the public for questions and comments.

- 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:

Input from stakeholders is a critical aspect of our district decision making. All of the above-mentioned committees and meetings cultivated and created feedback for Board decision making and public transparency. For example, minutes from each Progress Monitoring Committee (PMC) meeting are distributed to the public prior to each Board meeting so the community has the ability to comment on the conversation during public input if they so choose.

- 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:

Feedback from students primarily came through their teachers, parents, and guardians, since we are a PK-6 school and this was the most developmentally appropriate method.

i) Number of total responses: No direct responses for this stake holder group.

ii) Uses consulted on: Our outreach to parents consults on their and their students needs, including but not limited to academic needs, social and emotional needs, transportation, technology and connectivity, scheduling, protocols around COVID, their thoughts/ideas on recovery.

iii) Description of feedback received: Productive feedback that helped us plan out this whole school year and allowed us to have a smooth transition from

Please indicate how consultation was:

2) Inclusive: All students have the opportunity to provide feedback through their parents/guardians, school counselor, and teachers.

3) Widely advertised and available: Published in newsletters, website, school calendar, and FB.

4) Ongoing: Biweekly meetings of PMC, monthly Board meetings, and school counselor does "lunch bunch" groups that go through a full rotation every two weeks to check in on students specifically.

- b. Families (please choose one):

Yes - Description Required

1) Description:

1) It's difficult to describe a number of total responses since we are regularly getting a stream of input. As for surveys, we had a Safe Return to School survey go out and received 123 responses from a total of 174 families. This was a strong response rate of 71%.

i) Number of total responses: There were 123 responses from families.

ii) Uses consulted on: Our outreach to parents consults on their and their students needs, including but not limited to academic needs, social and emotional needs, transportation, technology and connectivity, scheduling, protocols around COVID, their thoughts/ideas on recovery.

iii) Description of feedback received: Productive feedback that helped us plan out this whole school year and allowed us to have a smooth transition from summer.

Please indicate how consultation was:

2) Inclusive: Surveys, zoom sessions, Board meetings, are all open to all and public. The Progress Monitoring Committee has constituent representatives that reach out to their own constituencies for feedback.

3) Widely advertised and available: Everything is posted on website, sent in principal and superintendent newsletter, on school FB page.

4) Ongoing: Board meetings, monthly zooms, and PMC meetings are all still ongoing.

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

Yes - Description Required

1) Description:

Our District administrative team was all part of the SRS team; in addition, we meet weekly on Tuesdays on a regular basis. Our Director of Student Services is a part of this team as well as our Progress Monitoring Committee.

- i) Number of total responses:* Unable to quantify for this stake holder group.
- ii) Uses consulted on:* All school operations, protocols, learning measures, SEL, equity issues, etc.
- iii) Description of feedback received:* Continual feedback and input on all of the above.

Please indicate how consultation was:

- 2) Inclusive:** All members of district and school administration participated.
- 3) Widely advertised and available:** Weekly meetings on shared calendar.
- 4) Ongoing:** Weekly meetings, still ongoing.

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

Yes - Description Required

1) Description:

Both specific surveys plus ongoing input from teachers and support staff.

- i) Number of total responses:* For the specific survey, we received 43/54 responses, for a total response rate of 80%. In addition, we receive regular feedback from PMC and staff meetings (monthly).
- ii) Uses consulted on:* All school operations, protocols, learning measures, SEL, equity issues, technology, etc.
- iii) Description of feedback received:* Continual and ongoing feedback and input on all of the above. Teacher and support staff representation on Progress Monitoring Committee.

Please indicate how consultation was:

- 2) Inclusive:** Surveys and meetings open to all teachers and support staff.
- 3) Widely advertised and available:** In principal newsletter, superintendent email for surveys, and staff calendar.
- 4) Ongoing:** Ongoing representation through Progress Monitoring Committee plus staff meetings.

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

No

1) Description:

There are no tribes in the area.

- i) Number of total responses:* N/A
- ii) Uses consulted on:* N/A
- iii) Description of feedback received:* N/A

Please indicate how consultation was:

- 2) Inclusive:** N/A
- 3) Widely advertised and available:** N/A
- 4) Ongoing:** N/A

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:

Regular consultation with district Director of Student Services. Check-ins as needed with ELL coordinator and homeless liaison.

- i) Number of total responses:* At minimum weekly consultation with Director of Student Services unable to quantify how many responses specifically for this stakeholder group.
- ii) Uses consulted on:* IEP and 504 students PK-12, family concerns and needs, financial needs for programming, services, and/or staffing.
- iii) Description of feedback received:* Regular open communication about needs and progress.

Please indicate how consultation was:

2) Inclusive: Director of Student Services oversees all special needs in the district and acts as liaison for state and federal compliance.

3) Widely advertised and available: Shared calendar invites.

4) Ongoing: Ongoing; weekly at minimum but almost always more often.

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

Somewhat - Description Required

1) Description:

We run our own after-school program. In addition, we communicate with our local daycare center.

i) Number of total responses: Unable to quantify. This is an in-house program so feedback would be part of all other surveys.

ii) Uses consulted on: After-school programming, family needs, targeted needs for students after school.

iii) Description of feedback received: This feedback regularly confirms a need for more daycare in our area.

Please indicate how consultation was:

2) Inclusive: Since we run the larger after-school program, the feedback and input includes our own staff making our knowledge first-hand.

3) Widely advertised and available: Available in-house to all.

4) Ongoing: Yes, ongoing with our employee who is the After School Program Director.

- 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:

Child find, plus we run our own preschool program.

i) Number of total responses: These responses would be mixed in with all other stakeholder responses.

ii) Uses consulted on: Early childhood programming, services, specific needs, etc.

iii) Description of feedback received: Regular feedback on the needs of our preschool students ages 3-4. This program has run successfully throughout the 21-22 school year.

Please indicate how consultation was:

2) Inclusive: Again, all responses would be mixed in with other stakeholder input and all stakeholders were involved.

3) Widely advertised and available: Made widely available with all other surveys, meetings, public zooms, etc.

4) Ongoing: Yes, ongoing through monthly zooms, monthly meetings, biweekly PMC 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:

Throughout the 21-22 school year, SAU 75 has followed a variety of safety protocols based on guidance from the CDC, NH DHHS, and the AAP. We have been open 5-days a week consistently this school year. For continuity of learning in this plan, we've included tent rentals to maximize instructional and eating time outdoors, per CDC recommendations; various PPE needs, such as masks, button whistles, etc., to ensure individual and group protection; and provided our families with access to information via QR codes and readers to minimize exchanges and increase digital communication.

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:

Additional time for Director of Student Services to monitor each IEP and 504 to ensure that our students most at-risk are recovering and participating. Hiring of additional summer program staff in order to allow more access to students and families -- we redesigned the summer program in order to attract more students and families, hoping to leverage this time to close existing learning gaps.

- 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:

Additional time for Director of Student Services to monitor each IEP and 504 to ensure that our students most at-risk are recovering and participating. Hiring of additional summer program staff in order to allow more access to students and families -- we redesigned the summer program in order to attract more students and families, hoping to leverage this time to close existing learning gaps.

Description During SY 2022-2023:

This is still to be determined once we assess all our data at the end of our 2nd trimester, including local classroom assessments, NWEA scores, and STAR diagnostics.

Description During SY 2023-2024:

TBD based on our needs at this time.

- 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:

N/A - The district is not using ESSER III funds for individualized tutoring.

- 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 - The District professional development committee is responsible for directing professional development -- this is collaboratively run by administrators and teachers designated to represent the entire staff. There are currently no specific funds allocated from ESSER III for individual professional development.

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

Description:

We regularly monitor our data through classroom based assessments, report cards, STAR diagnostics, NWEA, and SAS as each is available.

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:

All current needs for this school are currently documented in this plan with current funding.

Description During SY 2022-2023:

This will be determined after our data is reviewed after our 2nd trimester. In addition, we have another family and staff survey that will go out to the community to help determine our needs as we move into the next year.

Description During SY 2023-2024:

To be determined based on our needs at that time.

- 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): **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:

We leveraged ESSER funds to hire an MTSS paraeducator to work with individuals and small groups in grades K-3 in order to close learning gaps proactively in the early grades prior to becoming more problematic. This position works in direct collaboration with our Reading Specialist, Reading and Math Interventionist, and Title I programming.

- 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): **Yes - Description Required**

Description of all SYs - 2021 to 2024:

Our educators are clearly fatigued. We have an SEL committee that has researched what's needed for students, and we asked them to reach out to their constituents to see what they need most as educators. The answer is time together that's more unstructured and positive -- time for them to talk and share ideas, strategies, classroom practices that are working, and not feel as much pressure. We will schedule some of these times throughout the year both during school and optional times outside of school and have targeted SEL strategies for educators through CASEL resources.

- 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:

We have worked to keep families engaged throughout the pandemic in multiple ways. ESSER funds are used to provide zoom access to all meetings, which has greatly increased parent participation in all our community meetings. In addition, we hold a monthly open parent/guardian check-in meeting where anyone can zoom in and ask questions, make comments, or provide input. A large part of our funding has gone towards a part-time school social worker who works to reengage our students and families through parent evening sessions, workshops, student sessions, and acting as a liaison among home, school, and community resources.

- 3) The LEA's use of funds to address the following additional needs identified in the New Hampshire Department of Education's robust, statewide consultation with stakeholders:

- a. What amount and percentage of the LEA's total allocation will be administered under school leader discretion:

Amount: \$0

Percentage: 0%

Description of allocation methodology including the extent to which it reflected student need for, at minimum, Special Education, Free and Reduced-Price Lunch, and English Language Learners:

All funding is developed through various stakeholder input, including but not limited to: PMC meetings, surveys, SRS Team meetings, and Board decisions.

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 are a PK-6 district and do not have any students eligible for CTE programming.

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): **Yes - Description Required**

Description of all SYs - 2021 to 2024:

There are currently no ESSER III funds allocated for this purpose; as a PK-6 district, we use in-school instruction to benefit students at all levels.

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:

These activities include additional time for our Director of Student Services in order to ensure our most vulnerable population of students on IEPs and 504s are leveraging our programming and services as much as possible to ensure these students reengage with school and learning. In addition, we have seen much increased needs overall with student behaviors and social emotional needs. With collaboration from our school counselor, principal, BCBA, and Director of Student Services, we've created a new space where students can get back on track during the day, access personnel available to them, address their SEL needs, and minimize time outside of class.

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:

N/A

Specific Use Category	General Use Category <i>*May Select Same General Use Category in Multiple Rows Depending upon Specific Uses</i>	Quantifiable Measurement of Expected Outcomes Resulting from Use <i>*Multiple Selections Per Use May Be Selected by Click To Clear Selection. Highlight Cell and Enter "Delete"</i>	Learning Loss- Y/N <i>*As per 2019/20 LEA's Total Allocation Statistically Required</i>	Detailed Use Description <i>*Written Description, including "Other" Responses (Columns A and C) and Vendor if Applicable</i>	Implementation Timeline - Please Select All that Apply				Budgeted To Date Per Use	Spent Through 12/31/21 Per Use	Total ARP ESSER Allocation (as of 01/26/2022)	Total ARP ESSER Allocation Unbudgeted To Date (as of 01/26/2022)	Baseline Data SY 2020 to 2021 - For Reference Purposes Only								
					SY 2020-2021	SY 2021-2022	SY 2022-2023	SY 2023-2024					LEA Enrollment *October 2021 Data Preprojected	% Participation - Math Assessment	% Participation - Science Assessment	% Participation - ELA Assessment	Average Daily Attendance	4-Year Adjusted Cohort Graduation Rate	In-School Suspension	Expulsion	Instances of Bullying / Harassment
Educator Fatigue - Other Allowed Uses	Other Allowed Uses	- Please Select From the Following: May Select Multiple Categories - , Teacher Retention	No	Various in and out of school pd sessions focused on educator SEL strategies from CASEL. Zoom subscription and tech equipment for remote access to meetings to increase all parent/guardian involvement. Social worker to coordinate with family and student engagement with school.	No	Yes	Yes	No	\$ 5,000.00	\$ -	\$ 108,375.37	\$ -	276	93	90	93	90%	0%	0	0	2
Family Engagement	Operational Continuity	- Please Select From the Following: May Select Multiple Categories - , Survey Results - Parent Satisfaction	Yes - Description Required		Yes	Yes	Yes	No	\$ 17,882.80	\$ 7,216.97											
Hiring and Retention - Instructional Staff	Meeting Students' Academic Needs	- Please Select From the Following: May Select Multiple Categories - , % Proficient in ELA Assessment, % Proficient in Math Assessment	Yes - Description Required	Additional staff member to focus on MTSS with grade K-3.	No	Yes	Yes	No	\$ 19,429.75	\$ 6,710.40											
Other Allowed Uses - Specify in Detailed Use Description	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	SRS Planning Team to operationalize school functions. Measures of assessment will include number of students returning to, attending, and then absent from school.	No	Yes	No	No	\$ 6,795.53	\$ 6,795.53											
Physical Health and Safety	Addressing Physical Health and Safety - Please Specify in Detailed Use Description	- Please Select From the Following: May Select Multiple Categories - , Other- Please Specify in Detailed Use Description	No	Measures of assessment will include number of students returning to, attending, and then absent from school; COVID cases, clusters, and outbreaks.	Yes	Yes	No	No	\$ 24,653.24	\$ 9,333.49											
Student Reengagement	Meeting Students' Social, Emotional and Other Needs	- Please Select From the Following: May Select Multiple Categories - , % Proficient in ELA Assessment, % Proficient in Math Assessment, Average Daily Attendance	Yes - Description Required	Use of social worker for student reengagement in school, student small group and individual sessions, back-on-track space in school to minimize time outside of class; behavior interventions.	No	Yes	No	No	\$ 21,355.41	\$ 12,944.47											
Summer Learning and Enrichment	Meeting Students' Academic Needs	- Please Select From the Following: May Select Multiple Categories - , % Proficient in ELA Assessment, % Proficient in Math Assessment	Yes - Description Required	Additional staff members for summer programming to increase participation.	No	Yes	Yes	No	\$ 13,258.64	\$ 13,258.64											

Baseline Data SY 2020 to 2021 - For Reference Purposes Only								
LEA Enrollment *October 2021 Data Preprojected	% Participation - Math Assessment	% Participation - Science Assessment	% Participation - ELA Assessment	Average Daily Attendance	4-Year Adjusted Cohort Graduation Rate	In-School Suspension	Expulsion	Instances of Bullying / Harassment
276	93	90	93	90%	0%	0	0	2

X. Authorization

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

ESSER@doe.nh.gov



03/08/2022

Approver Signature - Superintendent / Head of School

Date

Dr. Sydney Leggett, Superintendent

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

(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.