

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/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: Keene → Cell C18 Must be Input for Formulas to Populate Correctly
- 2) District ID Number: 279 → Autopopulates upon Selection
- 3) SAU Number: 29 → Autopopulates upon Selection
- 4) Date of Publication: 3/8/2022
- 5) Approver Name -
(Superintendent / Head of School): Robert Malay
- 6) Email & Telephone: 603-357-9012

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.sau29.org/apps/pages/index.jsp?uREC_ID=2404019&type=d&pREC_ID=2226542

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

Yes - Description Required

Description:

The LEA wrote a concise plan with an easy to follow 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 an understandable manner to all stakeholders. The LEA will translate the plan for individuals with limited English proficiency upon request.

- 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:

An alternate format can be requested through the LEA.

III. Stakeholder Engagement

Best Practices in Implementing ARP ESSER LEA Use of Funds Plan

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

Yes - Description Required

Description:

The LEA sent out a survey for all stakeholders to participate in after a presentation around the potential uses of ESSER Funds. This survey allowed all stakeholders to prioritize current initiatives and recommend new initiatives for the use of ESSER Funds within the confines of the spending requirements. This opportunity was designed to be accessed through a virtual survey to maximize participation. The District has seen great success in receiving higher engagement with survey usage during the pandemic.

- 2) How the LEA took public input into account regarding the development of the LEA's plan for the use of ARP ESSER funds (please choose one):

Yes - Description Required

Description:

The LEA sent out a survey for all stakeholders to participate in after a presentation around the potential uses of ESSER Funds. This survey allowed all stakeholders to prioritize current initiatives and recommend new initiatives for the use of ESSER Funds within the confines of the spending requirements. This opportunity was designed to be accessed through a virtual survey to maximize participation. The District has seen great success in receiving higher engagement with survey usage during the pandemic. Stakeholders had the opportunity to highlight their plans within the survey to best utilize the ESSER funds.

- 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:

The LEA sent out a survey for all stakeholders to participate in after a presentation around the potential uses of ESSER Funds. This survey allowed all stakeholders to prioritize current initiatives and recommend new initiatives for the use of ESSER Funds within the confines of the spending requirements. This opportunity was designed to be accessed through a virtual survey to maximize participation. The District has seen great success in

i) Number of total responses:

7

ii) Uses consulted on:

What do you believe is the highest priority area of investment for your District(s) to address learning recovery and the impact of COVID-19 as it relates to INSTRUCTION? What do you believe is the highest priority area of investment for your District(s) to address learning recovery and the impact of COVID-19 as it relates to SUPPORT? What do you believe is the highest priority area of investment for your District(s) to address learning recovery and the impact of COVID-19 as it relates to TECHNOLOGY? What do you believe is the highest priority area of investment for your District(s) to address learning recovery and the impact of COVID-19 as it relates to FACILITIES? What OTHER area of investment do you feel is of highest priority for your District(s) to address learning recovery and the impact of COVID-19?

iii) Description of feedback received:

Ensure all students receive high-quality instructional materials. Invest in innovative best practices which enhance a culture of learning, such as but not limited to play-based learning, outdoor education, and community building. Engage families (attendance, support, classes, resources, other activities). Provide social-emotional learning opportunities such as counseling, mental health, wellness resources for students, staff, and families. Extend instructional learning time by providing tutoring or providing extra instructional days. Deliver interventions for students in highest need and provide them small group instruction. Additional student devices to increase access for all students. Technology infrastructure upgrades to allow remote participation in broadcasted events. Investment in software and hardware to aid in curriculum development and alignment for students. Upgrade indoor ventilation to meet pandemic air quality standards. Additional furniture and equipment for classrooms and outdoor spaces. Investment in external instructional and recreational spaces (To enhance physical distancing) Investment in internal instructional and recreational spaces (To enhance physical distancing) Find ways for us students to be able to have mask breaks so we can do our best work. Thank you! For the last question I like the first option and what I picked. I think they both would really help. Hiring more staff and purchasing more furniture to better and less stressfully accommodate increasing class sizes, in addition to better physical distancing

Please indicate how consultation was:

- 2) Inclusive:** The feedback was collected from all stakeholders residing in the LEA community was taken. Any stakeholders requiring modified feedback intake were given the opportunity to provide their feedback outside of the survey.

3) Widely advertised and available:

The survey was sent through all LEA communication channels and posted on a dedicated page of the LEA website. Continual conversations and communications happened through board meetings and school staff and community communications.

4) Ongoing:

Building Principals continue to engage their stakeholders around ESSER spending plans and bring those plans forward to the LEA on a regular basis for evaluation by the District Leadership Team.

- b. Families (please choose one):

Yes - Description Required

1) Description:

The LEA sent out a survey for all stakeholders to participate in after a presentation around the potential uses of ESSER Funds. This survey allowed

all stakeholders to prioritize current initiatives and recommend new initiatives for the use of ESSER Funds within the confines of the spending requirements. This opportunity was designed to be accessed through a virtual survey to maximize participation. The District has seen great success in

i) Number of total responses:

105

ii) Uses consulted on:

What do you believe is the highest priority area of investment for your District(s) to address learning recovery and the impact of COVID-19 as it relates to INSTRUCTION? What do you believe is the highest priority area of investment for your District(s) to address learning recovery and the impact of COVID-19 as it relates to SUPPORT? What do you believe is the highest priority area of investment for your District(s) to address learning recovery and the impact of COVID-19 as it relates to TECHNOLOGY? What do you believe is the highest priority area of investment for your District(s) to address learning recovery and the impact of COVID-19 as it relates to FACILITIES? What OTHER area of investment do you feel is of highest priority for your District(s) to address learning recovery and the impact of COVID-19?

iii) Description of feedback received:

Create learning opportunities during holiday breaks, summer, or other times for students and staff. Ensure all students receive high-quality instructional materials. Invest in innovative best practices which enhance a culture of learning, such as but not limited to play-based learning, outdoor education, and community building. Invest in teacher curriculum development to strengthen teaching and learning. Provide embedded professional learning for staff in the area of math instructional best practices. Extend instructional learning time by providing tutoring or providing extra instructional days. Continue to expand our afterschool and summer learning and enrichment opportunities. Provide social-emotional learning opportunities such as counseling, mental health, wellness resources for students, staff, and families. Deliver interventions for students in highest need and provide them small group instruction. Engage families (attendance, support, classes, resources, other activities). Technology infrastructure upgrades to allow remote participation in broadcasted events. Additional student devices to increase access for all students. Investment in software and hardware to aid in curriculum development and alignment for students. Investment in external instructional and recreational spaces (To enhance physical distancing) Upgrade indoor ventilation to meet pandemic air quality standards. Investment in internal instructional and recreational spaces (To enhance physical distancing) Additional furniture and equipment for classrooms and outdoor spaces. One time infrastructure improvements. Air conditioning for classrooms. At KMS build 6 outdoor pavilions (two for each grade) for use as outdoor classrooms. Better equip teachers to teach in a remote environment. Mrs Hoefler had it on point all teachers could take a lesson from her. Also hybrid & remote students can attend the same class at the same time if the online students & camera are position correctly. No different then most buisnesses. Continue free breakfast and lunch for all students indefinitely. Increase pay and hazard pay for teachers. The added stresses of working through these conditions should be acknowledged and accounted for. Every option in the above questions all appear to implicate added stress and responsibilities on the teachers, aides, and general staff. The teachers Increase pay and hazard pay for teachers. The added stresses of working through these conditions should be acknowledged and accounted for. Every option in the above questions all appear to implicate added stress and responsibilities on the teachers, aides, and general staff. The teachers (and other staff) should be, in my opinion, either given increased pay or additional paid days off to compensate for their added stress. Safer way for students to eat allowing distancing for mask removal while eating. Take care of your teachers! You've already lost a myriad of paras and tutors, and now the teachers are fleeing. Happy and engaged PEOPLE are what our students need in order to be productive learners! We need to continue to educate on the importance of vaccination and the positive impact it will have on learning and our community. One to One Laptops for Faculty. Google Classroom Training. PD Funds to Pay Teachers for Digital Content Creation. Developing an after-school private lesson program for music, accessible to all Keene School District students grades 6-12 through an application process. Instruction could be provided by local professionals vetted by background check/fingerprinting process. Continue building up the school-owned band and string

instrument inventories for grades 3 through 12, ensuring access for all Keene School District students. COVID-19 has caused many families to struggle financially. We do not want our district's performing ensembles to turn into a "have vs have not" opportunity. A team of research professionals to guide the district in best practices for social and emotional care surrounding COVID and masking. Air conditioning in the high school or allow for fans. Children's mental health!!!! Ensuring that children continue to receive no or LOW cost meals. Field trips and other activities to give students a sense of normalcy. I think this would be a great opportunity for the district to think creatively and innovatively for the future. Covid is a great loss and disruption, but can we use this time to break the mold and adopt best practices for students and families? I'm specifically thinking here about broadly and consistently integrating evidence-based and effective outdoor education models. When we think about equitable access for students, outdoor, nature-based learning is an excellent place to start. Beyond that, we need to make sure technology is accessible and equitable and easily integrated for all students. Finally, we need to WIDELY integrate mental health resources for all students. Is there a single student who has not in some way been disrupted and negatively impacted by covid-19? Investing in mental health services and social emotional learning for students AND staff. Keeping class sizes small so that all students can receive individualized attention and care. Making sure all schools are at code and set up for instruction inside and outside. My highest priority is to keep my unvaccinated children safe. Really unfortunate that there is no remote option this year. Vlacs is unfortunately our only choice. I Don't want to have to use vlacs, but that's what we got. Remote option would be great if it was available. Especially with this new variant of covid going after the younger generation. That is not a chance I want to take with my child's lives. Bring remote option back. Our lack of technology available needs to be addressed. Students and staff should have access to working technology. Provide organic foods for school lunches. Hire more intelligent teachers and administrators. Provide rain gear, winter coats and boots for all students and PD for teachers so that they are more comfortable teaching outdoors. Outdoor learning is still the safest thing for everyone. School-based covid testing to minimize outbreaks within the schools. Social and Emotional learning within group and 1:1, teachers needs more up-to-date learning curriculums. The 1st priority should be ensuring ALL educational spaces meet or exceed ASHREA standards and add bi-polar ionization to all HVAC equipment to prevent virus transmission. The indoor ventilation should be improved at all school buildings. Asbestos removal where applicable in the school system. Utilize outdoor setting as much as possible to increase distancing. The ventilation in our buildings is disgusting. Kids are sardines into stuffy rooms, some that lack Windows. Office spaces for administrators have air conditioning, whereas children sit in sweat boxes. Fix it. You should invest in remote options for medically vulnerable students and offer a distance learning option. Teachers need better laptops with software to work on, it will help them focus without having to worry or wait for the machine to start. HIRE more professionals to fill in the positions that can help support our students at schools, especially students with needs and in big class sizes. This is will help teachers and STUDENTS and eventually our

community. Mental health counseling services for students and staff- Covid has definitely led to some feeling of isolation and loss that will take some time and help to recover from. More vocational offerings for KHS so the students can feel confident going out of KHS. Currently it is challenging to even get an apt for learning driving which will lead them to become more isolated and hence depressed. definitely need to bring up our technology infrastructure and teaching into the modern area- our world has changed whether we like it or not. In teachers to keep class size reasonable and safe during this time And beyond. Invest in teachers, paras, and tutors to adequately compensate them for their additional work, to attract new hires, and to retain those already here. Other districts have used funds to compensate staff. Seeing this happening elsewhere while there is no consideration of this locally has caused us to lose staff morale-wise as well as physically. On-site rapid testing for students and staff. Teachers need new computers, new software and time/training for digital platforms for teaching via computers. Students do not all have internet at home, or internet that can withstand several students working from home simultaneously. Trying to keep school as normal as possible. Update staff and technology should we need to go remote for any period of time. While I know remote learning was tough on all parties, it also provided us with some enduring learnings about our students and faculty. Technology, when used appropriately and intentionally can actually be a great tool for differentiation, data collection, student-directed/autonomous learning, and classroom connection. Some of our shy and reserved students thrived in the remote setting. Students who struggled behaviorally in a classroom of 20 suddenly were able to focus their energy on learning in a classroom of ten or less. In my mind, whether students are in school full-time or not, we should encourage teachers to incorporate some kind of remote learning (ideally student-directed, and as independent as possible) into their daily practice. This would provide space for more targeted instruction, smaller groups who are working directly with the teacher, and practice learning from a screen (which I think will be a lifeskill/professional necessity by the time our students graduate high school). Modeling and professional development for teachers, as well as providing the technological infrastructure to integrate technology and incorporate best/next instructional practices would be money well spent. More support for students who try. One to one devices for staff.

Please indicate how consultation was:

2) Inclusive: The feedback was collected from all stakeholders residing in the LEA community was taken. Any stakeholders requiring modified feedback intake were given the opportunity to provide their feedback outside of the survey.

3) Widely advertised and available: The survey was sent through all LEA communication channels and posted on a dedicated page of the LEA website. Continual conversations and communications happened through board meetings and school staff and community communications.

4) Ongoing: Building Principals continue to engage their stakeholders around ESSER spending plans and bring those plans forward to the LEA on a regular basis for evaluation by the District Leadership Team.

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

Yes - Description Required

1) Description:

The LEA maintained a continual dialog at the building level with Principals and staff to continue to explore opportunities to utilize the ESSER funds. Additionally, parent stakeholder groups were utilized at the building level to participate in these conversations around ESSER funding initiatives based on the feedback from stakeholders across the LEA and from within the school community.

i) Number of total responses: 15

What do you believe is the highest priority area of investment for your District(s) to address learning recovery and the impact of COVID-19 as it relates to INSTRUCTION? What do you believe is the highest priority area of investment for your District(s) to address learning recovery and the impact of COVID-19 as it relates to SUPPORT? What do you believe is the highest priority area of investment for your District(s) to address learning recovery and the impact of COVID-19 as it relates to TECHNOLOGY? What do you believe is the highest priority area of investment for your District(s) to address learning recovery and the impact of COVID-19 as it relates to FACILITIES? What OTHER area of investment do you feel is of highest priority for your District(s) to address learning recovery and the impact of COVID-19?

iii) Description of feedback received:

Create learning opportunities during holiday breaks, summer, or other times for students and staff. Ensure all students receive high-quality instructional materials. Invest in innovative best practices which enhance a culture of learning, such as but not limited to play-based learning, outdoor education, and community building. Invest in teacher curriculum development to strengthen teaching and learning. Provide embedded professional learning for staff in the area of math instructional best practices. Extend instructional learning time by providing tutoring or providing extra instructional days. Continue to expand our afterschool and summer learning and enrichment opportunities. Provide social-emotional learning opportunities such as counseling, mental health, wellness resources for students, staff, and families. Deliver interventions for students in highest need and provide them small group instruction. Engage families (attendance, support, classes, resources, other activities). Technology infrastructure upgrades to allow remote participation in broadcasted events. Additional student devices to increase access for all students. Investment in software and hardware to aid in curriculum development and alignment for students. Investment in external instructional and recreational spaces (To enhance physical distancing). Upgrade indoor ventilation to meet pandemic air quality standards. Investment in internal instructional and recreational spaces (To enhance physical distancing). Additional furniture and equipment for classrooms and outdoor spaces.

Please indicate how consultation was:

2) Inclusive: The feedback was collected from all stakeholders residing in the LEA community was taken. Any stakeholders requiring modified feedback intake were given the opportunity to provide their feedback outside of the survey.

3) Widely advertised and available: The survey was sent through all LEA communication channels and posted on a dedicated page of the LEA website. Continual conversations and communications happened through board meetings and school staff and community communications.

4) Ongoing: Building Principals continue to engage their stakeholders around ESSER spending plans and bring those plans forward to the LEA on a regular basis for evaluation by the District Leadership Team.

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

Yes - Description Required

1) Description:

The LEA maintained a continual dialog at the building level with Principals and staff to continue to explore opportunities to utilize the ESSER funds. Additionally, parent stakeholder groups were utilized at the building level to participate in these conversations around ESSER funding initiatives based on the feedback from stakeholders across the LEA and from within the school community.

i) Number of total responses:

85

ii) Uses consulted on:

What do you believe is the highest priority area of investment for your District(s) to address learning recovery and the impact of COVID-19 as it relates to INSTRUCTION? What do you believe is the highest priority area of investment for your District(s) to address learning recovery and the impact of COVID-19 as it relates to SUPPORT? What do you believe is the highest priority area of investment for your District(s) to address learning recovery and the impact of COVID-19 as it relates to TECHNOLOGY? What do you believe is the highest priority area of investment for your District(s) to address learning recovery and the impact of COVID-19 as it relates to FACILITIES? What OTHER area of investment do you feel is of highest priority for your District(s) to address learning recovery and the impact of COVID-19?

iii) Description of feedback received:

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Infrastructure needs to be seriously upgraded. The tech tools or lack of tools in the classroom needs an upgrade. The IT department needs to support the tools required for education. The wifi infrastructure and access is antiquated. We are not preparing students well for what infrastructure and tools they will need in college or a career. We had access to online programs like Lexia, Pebble Go, reading sites and other digital resources, etc... These are not software but subscription services that greatly impact individualized instruction. We also need to continue to offer digital content like Scholastic, Pebble Go which lend themselves to individual student use without kids sharing materials. If you want Google classrooms to opportunity they have to have digital content to work with. One to One Laptops for Faculty. Google Classroom Training. PD Funds to Pay Teachers for Digital Content Creation. Developing an after-school private lesson program for music, accessible to all Keene School District students grades 6-12 through an application process. Instruction could be provided by local professionals vetted by background check/fingerprinting process. Continue building up the school-owned band and string instrument inventories for grades 3 through 12, ensuring access for all Keene School District students. COVID-19 has caused many families to struggle financially. We do not want our district's performing ensembles to turn into a "have vs have not" opportunity. Additional staff for smaller class sizes. All the facility options seem like a priority. Also, paying livable wages for support staff. Creating flexible scheduling to allow for families to choose what works best for them, especially for students that work and have internships so they can blend school and work. Look into school within a school models so students can focus on what matters most to them with respect to learning, tech models for CCC focused students and liberal arts for college bound students. There needs to be more creative solutions to meet the needs of all learners and this is the time to try new things. Highest priority: robust testing and tracking to preempt outbreaks. Last year, it was shown to such an extent that the results cannot be denied... our students learn better in small groups. The behavior issues declined drastically because teachers had real, meaningful relationships with students AND could help intervene and address issues while they were still small. This means that students trusted their teachers more and did not get to the point of their coping strategies becoming overwhelmed. Learning and developmental needs for all students who need them - not necessarily just those who meet special education criteria. Making sure all schools are at code and set up for instruction inside and outside. More competitive hourly rates and salaries to support staff retention and enticing new, highly qualified individuals to our district, particularly for highly skilled positions (collaborative staff, related services, special education). One to one devices in all schools. Newer laptops for teachers. More training in technology for google classroom and delivering instruction if that is going to continue to be used on a regular basis. PD time and/or stipend to create materials for it. Social Emotional Learning for the teachers as well. Professional Development for SEL adults. Example: Second Step for Adults program! staff development in the area of remediation in reading, writing, and math. RTI or other relevant intervention structure should be made universal and development and staffing should reflect a full investment in this initiative to help begin to make up for the learning loss experienced over the last two school years. Support, care, and resources for educators and school staff to be able to make it thru this time as a team and individuals. The ventilation in our buildings is disgusting. Kids are sardines in stuffy rooms, some that lack windows. Office spaces for administrators have air conditioning, whereas children sit in sweat boxes. Fix it. Teachers need better laptops with software to work on, it will help them focus without having to worry or wait for the machine to start. HIRE more professionals to fill in the positions that can help support our students at schools, especially students with needs and in big class sizes. This is will help teachers and STUDENTS and eventually our community. Mental health counseling services for students and staff- Covid has definitely led to some feeling of isolation and loss that will take some time and help to recover from. More vocational offerings for KHS so the students can feel confident going out of KHS. Currently it is challenging to even get an apt for learning driving which will lead them to become more isolated and hence depressed. Google classroom development. I'd like to stress the need for a designated outdoor spaces that can be used by classes and/or for kids to eat lunch outside. We need something that provides shade and cover. increase salaries to attract & retain quality teachers. Increased community and businesses involvement with SAU 29 schools. instruction for all teachers in best technology practices for different types of instruction. Invest in teachers, paras, and tutors to adequately compensate them for their additional work, to attract new hires, and to retain those already here. Other districts have used funds to compensate staff. Seeing this happening elsewhere while there is no consideration of this locally has caused us to lose staff morale-wise as well as physically. Invest in technology and training for teachers - laptops for all professional staff (not chromebooks), instructional software and training (for Google Classroom and other platforms/software), PD funds for teachers to create digital content, increase extra paid days for counselors in order to meet increased demands for social/emotional support and family engagement. Increase funds for teachers and para professionals for work beyond the school day/year in order to support student learning. Invest in upgrading teacher computers and provide professional development to enhance teachers' ability to utilize Google Classroom effectively when delivering in person and remote instruction. Laptops, google classroom training for teachers, and pd opportunities for curriculum development. Paid professional development time for staff to learn and implement available tools such as google classroom. PD and paid time for teachers to develop technology based instruction; new laptops for teachers to do this. Restructure school class sizes and upgrade bathroom facilities at elementary levels. Teachers need laptops so we may work on grading and curriculum development while not in our classrooms and/or at our desks. Teachers need new computers, new software and time/training for digital platforms for teaching via computers. Students do not all have internet at home, or internet that can withstand several students working from home simultaneously. Technology is a high need area going forward. Students need access to technology, but so do teachers. Teachers do not have adequate devices to create and provide remote learning. Staff also need to be trained to use the technology available to them to be able to utilize it to the best use. Time is also an issue.

Teachers need to be provided paid time to create the digital content so that students can have high quality, engaging lessons that involve technology tools to expand those lessons. Upgrade classrooms, bathrooms, clean water, clean air and hire the people we need to do the job of maintenance and sanitation. Upgrade technology. Payment for "volunteer" work on policies and admin group work. Air conditioning in the schools! Hot and humid classrooms make for sleepy, non-attentive learners.

3) Widely advertised and available:

The survey was sent through all LEA communication channels and posted on a dedicated page of the LEA website. Continual conversations and communications happened through board meetings and school staff and community communications.

4) Ongoing:

Building Principals continue to engage their stakeholders around ESSER spending plans and bring those plans forward to the LEA on a regular basis for evaluation by the District Leadership Team.

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

No

1) Description:

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

Please indicate how consultation was:

2) Inclusive:

3) Widely advertised and available:

4) Ongoing:

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

No

1) Description:

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

Please indicate how consultation was:

2) Inclusive:

3) Widely advertised and available:

4) Ongoing:

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):

No

1) Description:

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

Please indicate how consultation was:

2) Inclusive:

3) Widely advertised and available:

4) Ongoing:

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

Yes - Description Required

1) Description:

The LEA maintained a continual dialog at the building level with Principals and staff to continue to explore opportunities to utilize the ESSER funds. Additionally, parent stakeholder groups were utilized at the building level to participate in these conversations around ESSER funding initiatives

based on the feedback from stakeholders across the LEA and from within the school community

i) Number of total responses:

26

ii) Uses consulted on:

What do you believe is the highest priority area of investment for your District(s) to address learning recovery and the impact of COVID-19 as it relates to INSTRUCTION? What do you believe is the highest priority area of investment for your District(s) to address learning recovery and the impact of COVID-19 as it relates to SUPPORT? What do you believe is the highest priority area of investment for your District(s) to address learning recovery and the impact of COVID-19 as it relates to TECHNOLOGY? What do you believe is the highest priority area of investment for your District(s) to address learning recovery and the impact of COVID-19 as it relates to FACILITIES? What OTHER area of investment do you feel is of highest priority for your District(s) to address learning recovery and the impact of COVID-19?

iii) Description of feedback received:

Create learning opportunities during holiday breaks, summer, or other times for students and staff. Ensure all students receive high-quality instructional materials. Invest in innovative best practices which enhance a culture of learning, such as but not limited to play-based learning, outdoor education, and community building. Invest in teacher curriculum development to strengthen teaching and learning. Provide embedded professional learning for staff in the area of math instructional best practices. Extend instructional learning time by providing tutoring or providing extra instructional days. Continue to expand our afterschool and summer learning and enrichment opportunities. Provide social-emotional learning opportunities such as counseling, mental health, wellness resources for students, staff, and families. Deliver interventions for students in highest need and provide them small group instruction. Engage families (attendance, support, classes, resources, other activities). Technology infrastructure upgrades to allow remote participation in broadcasted events. Additional student devices to increase access for all students. Investment in software and hardware to aid in curriculum development and alignment for students. Investment in external instructional and recreational spaces (To enhance physical distancing). Upgrade indoor ventilation to meet pandemic air quality standards. Investment in internal instructional and recreational spaces (To enhance physical distancing). Additional furniture and equipment for classrooms and outdoor spaces. At KMS build 6 outdoor pavilions (two for each grade) for use as outdoor classrooms. Hiring more staff (even if just temporary) to allow more small group learning to be sure kids who are behind can catch up sufficiently and provide smaller class sizes for distancing and safety. 1. Upgrade indoor air ventilation at all buildings 2. Removal of asbestos at Symonds school (and any other buildings containing it as well) 3. Emphasize utilizing outdoor spaces (for education and maybe even lunch tables) and promote nature-based learning. Improvement in infrastructure including providing clean water and clean energy. Making sure all schools are at code and set up for instruction inside and outside. More competitive hourly rates and salaries to support staff retention and enticing new, highly qualified individuals to our district, particularly for highly skilled positions (collaborative staff, related services, special education). Support, care, and resources for educators and school staff to be able to make it thru this time as a team and individuals. Teachers need better laptops with software to work on, it will help them focus without having to worry or wait for the machine to start. HIRE more professionals to fill in the positions that can help support our students at schools, especially students with needs and in big class sizes. This is will help teachers and STUDENTS and eventually our community. Mental health counseling services for students and staff- Covid has definitely led to some feeling of isolation and loss that will take some time and help to recover from. More vocational offerings for KHS so the students can feel confident going out of KHS. Currently it is challenging to even get an apt for learning driving which will lead them to become more isolated and hence depressed. Invest in teachers, paras, and tutors to adequately compensate them for their additional work, to attract new hires, and to retain those already here. Other districts have used funds to compensate staff. Seeing this happening elsewhere while there is no consideration of this locally has caused us to lose staff

morale-wise as well as physically. Invest in upgrading teacher computers and provide professional development to enhance teachers' ability to utilize Google Classroom effectively when delivering in person and remote instruction. One to One Laptops for Faculty. Google Classroom Training for teachers. PD Funds to Pay Teachers for Digital Content Creation. Trying to keep school as normal as possible. More support for students who try.

Please indicate how consultation was:

2) Inclusive: The feedback was collected from all stakeholders residing in the LEA community was taken. Any stakeholders requiring modified feedback intake were given the opportunity to provide their feedback outside of the survey.

3) Widely advertised and available:

The survey was sent through all LEA communication channels and posted on a dedicated page of the LEA website. Continual conversations and communications happened through board meetings and school staff and community communications.

4) Ongoing:

Building Principals continue to engage their stakeholders around ESSER spending plans and bring those plans forward to the LEA on a regular basis for evaluation by the District Leadership Team.

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

No

1) Description:

i) Number of total responses:

ii) Uses consulted on:

iii) Description of feedback received:

Please indicate how consultation was:

2) Inclusive:

3) Widely advertised and available:

4) Ongoing:

IV. Supporting the Continuous and Safe Operation of In-Person Learning

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

Note: Federal regulation on this plan requires such reporting, but does not require adoption of CDC safety recommendations. The NH DOE recognizes schools will implement localized safety measures based on the guidance provided by the CDC, NH Public Health, and local public health officials.

Description During SY 2021-2022:

The District follows NH DHHS guidance and the CDC where the local guidance is silent. For 2021-22 we have evolved with the guidance. We have followed recommendations throughout the year with regards to masking, social distancing, isolation and quarantine procedures. In addition we adhered to the reopening guidance from NH with regards to HVAC modifications including filtration of recycled air. We have a robust cleaning regimen of touch surfaces and sanitize using an electro static sanitization.

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:

All K-8 schools use multiple common assessments to identify students' areas of weakness in Math and English Language Arts. The K-5 schools use AimsWeb+. The middle school also uses AimsWeb+ but also uses, as does the high school, Exact Path to diagnose areas of deficiency and establish individual learning plans to support student growth and achievement. Students are assigned to RtI Tier II or III based on diagnostic testing. Time is scheduled during the day for students to access the program and receive support

- 2) How the LEA will use the funds it reserves to address the academic impact of lost instructional time through:

Description During SY 2021-2022:

All K-8 schools use multiple common assessments to identify students' areas of weakness in Math and English Language Arts. The K-5 schools use AimsWeb+. The middle school also uses AimsWeb+ but also uses, as does the high school, Exact Path to diagnose areas of deficiency and establish individual learning plans to support student growth and achievement. Students are assigned to RtI Tier II or III based on diagnostic testing. Time is scheduled during the day for students to access the program and receive support

Description During SY 2022-2023:

All K-8 schools use multiple common assessments to identify students' areas of weakness in Math and English Language Arts. The K-5 schools use AimsWeb+. The middle school also uses AimsWeb+ but also uses, as does the high school, Exact Path to diagnose areas of deficiency and establish individual learning plans to support student growth and achievement. Students are assigned to RtI Tier II or III based on diagnostic testing. Time is scheduled during the day for students to access the program and receive support

Description During SY 2023-2024:

All K-8 schools use multiple common assessments to identify students' areas of weakness in Math and English Language Arts. The K-5 schools use AimsWeb+. The middle school also uses AimsWeb+ but also uses, as does the high school, Exact Path to diagnose areas of deficiency and establish individual learning plans to support student growth and achievement. Students are assigned to RtI Tier II or III based on diagnostic testing. Time is scheduled during the day for students to access the program and receive support

- 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:

Local budget funds are used for the purposes described

b. Teacher-directed professional development, in which teachers choose the professional development opportunities best suited to their career pathway and current learner needs (please choose one):

Yes - Description Required

Description:

Yes (Cannot select from drop down menu), Teachers have and will continue to participate in curriculum development and diagnostic training to support differentiation to affect learner outcomes

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

Description:

Longitudinal diagnostic data across three test cycles as well as correlation to state test outcomes

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:

Edmentum Exact Path internal diagnostic for Response to Intervention is one of the primary ways in which the district will use its available funds. The district is also working to hire a math consultant to work with teachers to improve the delivery of math through a differentiated model that supports the growth of all students.

Description During SY 2022-2023:

In addition to the above strategies for 2021-2022, which will continue throughout the duration of the available funds, the district is also seeking to employ a reading consultant for grades K-3, primarily, to get all students on or above grade level by the end of grade 3.

Description During SY 2023-2024:

In addition to the strategies outlined for the 21-22 school year, which will continue throughout the duration of the available funds, the district is seeking to employ a reading consultant for grades K-3, primarily, to get all students on or above grade level by the end of grade 3

- 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:

Utilize an online educational tool for individual support and growth that also permits teachers to support through direct instruction

- 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:

- 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:

- 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:

All principals submit their needs to support students growth and achievement through an internally created request process that is vetted through the two assistant superintendents. All requests require justification that demonstrates that all students will be positively impacted by the request.

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:

[Redacted description area]

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:

No (Cannot select from above drop down menu)

[Redacted description area]

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:

The internal academic diagnostics identify any student with a significant area of concept and/or skill deficiency in math and English Language Arts. Response to Intervention reconstruction within each building meets the needs of all students through the increase in adult support. The individualized learning paths created from the diagnostics support goals within student IEPs. Outside resources and advisory groups at all grade levels support the social emotional development of students as they reacclimate to a more "traditional" school day.

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:

1.) Wheelock Elementary HVAC replacement and upgrades in selected areas. This includes ventilation and associated costs such as replacing the affected areas lighting and ceilings.

2.) Jonathan Daniels Building which houses our preschool, community education department, and grant services: Addition of HVAC throughout the entire building. During a previously grant funded evaluation of the District wide HVAC adherence to the NH reopening plan and current conditions of our systems, JD was identified of in need of ventilation throughout the structure. We have been working with architects and engineers to find a sensible design concept. Once we have proof of concept we will working to gain approval for the project. Target date of 2023-24.

| Specific Use Category <i>*User May Delete Current Selection Prior to Assigning Input(s)</i> | General Use Category <i>*May Select Same General Use Category in Multiple Rows. Depending upon Specific Uses; May Delete Current Selection Prior to Assigning Input(s)</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- Y/N <i>*At least 20% of an LEA's Total Allocation Statutorily 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 01/31/2022) | Total ARP ESSER Allocation Unbudgeted To Date (as of 01/31/2022) |
|--|---|---|--|--|--|--------------|--------------|--------------|-----------------------------|-----------------------------------|--|---|
| | | | | | SY 2020-2021 | SY 2021-2022 | SY 2022-2023 | SY 2023-2024 | | | | |
| Other Allowed Uses - Specify in Detailed Use Description | Other Allowed Uses | - Please Select From the Following: May Select Multiple Categories - , Other - Please Specify in Detailed Use Description | No | Teachers to record percentage use of flexible seating | No | Yes | No | No | \$ 12,788.00 | \$ - | \$ 5,619,738.28 | \$ 5,380,546.54 |
| Physical Health and Safety | 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, Health and Safety Measurement - Specify in Detailed Use Description | - Please Select - | Physical Education and PE units to allow for greater social distancing and physical fitness. Physical Education and PE units to allow for greater social distancing and physical fitness. Physical Education and PE units to allow for greater social distancing and physical fitness. | no | Yes | No | No | \$ 5,258.00 | \$ - | | |
| Educational Technology | Meeting Students' Academic Needs | - Please Select From the Following: May Select Multiple Categories - , Other - Please Specify in Detailed Use Description | No | Outcomes measured using teachers qualitative assessments to demonstrate improvement in listening and comprehension. | No | Yes | No | No | \$ 3,602.95 | \$ - | | |
| Physical Health and Safety | 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 | Outcomes to be tracked over time through qualitative outcomes space in classroom and lunch time. Greater social distancing and reduced inside time will be implemented. | No | Yes | No | No | \$ 14,972.56 | | | |
| Educational Technology | Meeting Students' Academic Needs | - Please Select From the Following: May Select Multiple Categories - , Other - Please Specify in Detailed Use Description | Yes - Description Required | Students grades 4 through 5 will engage in LA and Math and achieve at or above grade level in our existing assessments such as AIMS Web. | no | Yes | Yes | No | \$ 2,295.00 | | | |
| Educational Technology | Meeting Students' Academic Needs | - Please Select From the Following: May Select Multiple Categories - , % Proficient in ELA Assessment, % Participating in Math Assessment | Yes - Description Required | LEXIA Academy: ELA software and teacher training module. | No | Yes | No | No | \$ 21,943.00 | | | |
| Teacher-Selected Professional Development | Meeting Students' Academic Needs | - Please Select From the Following: May Select Multiple Categories - , % Proficient in Math Assessment | Yes - Description Required | Instructional position for 4 main specialties chosen to work with faculty to gain traction in past practice mathematical instruction with the goal to improve math proficiency assessment software that gives me opportunity to test each student grades 6 to 12 in four main subject areas. A learning plan will be developed for | No | Yes | No | No | \$ 106,740.30 | | | |
| Educational Technology | Meeting Students' Academic Needs | % Proficient in ELA Assessment, % Proficient in Science Assessment, % Participating in Math Assessment | Yes - Description Required | | No | Yes | No | No | \$ 83,160.00 | \$ 83,160.00 | | |

| Baseline Data SY 2020 to 2021 - For Reference Purposes Only | | | | | | | | |
|---|-----------------------------------|--------------------------------------|----------------------------------|--------------------------|--|----------------------|-----------|------------------------------------|
| LEA Enrollment <i>*October 2021 Data Prepopulated</i> | % 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 |
| 3,103 | 86 | 82 | 85 | 92% | 93% | 20 | 0 | 5 |

X. Authorization

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

ESSER@doe.nh.gov



3/8/2022

Approver Signature - Superintendent / Head of School

Date

Robert Malay

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.