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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.laconiaschools.org/>

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

Yes - Description Required

Description:

The template provided by the NHDOE was used.

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 template provided by the NHDOE was used.

4) The plan, upon request by a parent who is an individual with a disability, is provided in an alternative format accessible to that parent (please choose one):

Yes - Description Required

Description:

The template provided by the NHDOE was used.

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 plan is posted on the district web site, shared with public Board committee meetings, and presented and approved at Board meetings where there was opportunity for public comment. A survey was used to solicit stakeholder input as well.

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 plan is posted on the district web site, shared with public Board committee meetings, and presented and approved at Board meetings where there was opportunity for public comment. A survey was used to solicit stakeholder input as well.

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

Students (please choose one):

Yes - Description Required

1) Description:

Teachers and administrators consider the needs of their students when they plan. Students in grades 6-12 were given an opportunity to provide feedback in a survey on the use of ESSER funds.

i) Number of total responses: 256

ii) Uses consulted on: 10

iii) Description of feedback received: Facility improvements.

Please indicate how consultation was:

2) Inclusive: All

3) Widely advertised and available: Communication was sent out

4) Ongoing: In

Families (please choose one):

Yes - Description Required

1) Description:

A stakeholder survey was sent to all of the families in the school community. Additionally, information about ESSER and our plan was shared with the School Board, where there was an opportunity for public input.

i) Number of total responses: 256

ii) Uses consulted on: 10

iii) Description of feedback received: Facility improvements, social emotional well-being, tutoring and summer enrichment opportunities ranked high for families.

Please indicate how consultation was:

2) Inclusive: All

3) Widely advertised and available: Communication was sent

4) Ongoing: In

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

Yes - Description Required

1) Description:

In addition to the survey, the administrative team, which includes our special education administrators, have spent significant time collaborating and planning how to use ESSER funds. Our leadership team has also worked with staff to receive their input.

i) Number of total responses: 256

ii) Uses consulted on: 10

iii) Description of feedback received: Here are some of the top priorities for the use of ESSER funds based on the feedback from the survey: 70% social and emotional well-being of students, 59% learning opportunities outside of the school day, 48% field trips, and 44% facility improvements.

Please indicate how consultation was:

2) Inclusive: All

3) Widely advertised and available: Communication was sent out about the survey and the survey was sent to all stakeholders

4) Ongoing:

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

Yes - Description Required

1) Description:

These educators, which includes administrators, have all been given a chance to respond to the survey. Administrators have worked with teachers and teacher leaders to receive input on the best use of ESSER funds. In addition, the SAU has met with the teachers' union leadership to receive input on the best use of ESSER funds.

i) Number of total responses: 256

ii) Uses consulted on: 10

iii) Description of feedback received: Here are some of the top priorities for the use of ESSER funds based on the feedback from the survey: 70% social and emotional well-being of students, 59% learning opportunities outside of the school day, 48% field trips, and 44% facility improvements.

Please indicate how consultation was:

2) Inclusive: All stakeholder were given a chance to provide input on the survey. Staff participated in numerous planning meetings that focused on ESSER planning.

3) Widely advertised and available: Communication was sent

4) Ongoing:

Tribes, if applicable (please choose one):

No

1) Description:

None

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

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):

Somewhat - Description Required

1) Description:

- i) Number of total responses: 68 total students responde
- ii) Number of total responses: 256
- iii) Description of feedback received: Facility improvements,

Please indicate how consultation was:

2) Inclusive: All

3) Widely advertised and available: Communication was sent

4) Ongoing: The

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

Yes - Description Required

1) Description:

- i) Number of total responses: 256
- ii) Uses consulted on: 10
- iii) Description of feedback received: Facility improvements,

Please indicate how consultation was:

2) Inclusive: All

3) Widely advertised and available: Communication was sent

4) Ongoing: The

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

Somewhat - Description Required

1) Description:

- i) Number of total responses: 256
- ii) Uses consulted on: 10
- iii) Description of feedback received: Facility improvements,

Please indicate how consultation was:

2) Inclusive: All

3) Widely advertised and available: Communication was sent

4) Ongoing: The

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's Stay in School plan for the 2021-22 school year was based on guidance from the New Hampshire Department of Health and Human Services (NH-DHHS). Various Covid-19 mitigation strategies (such as isolation, quarantine, mask usage, and vaccinations) were incorporated into the plan. To see the plan, go to:
https://www.laoniaschools.org/uploads/5/1/9/0/51903427/laonia_school_district_stay-in-school_plan_revised_on_february_15th_2022_.pdf

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

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

Description During SY 2021-2022:

The Laconia School District continues to use data to inform instruction and to best support its students. Progress-monitoring tools such as Fast Bridge and the Measurement of Academic Progress (from NWEA) provide important data points to assess math and reading skills. The district will continue to use its resources to purchase 1:1 devices, interactive boards, and other supplies and equipment to so that all students have access to digital and online technology to support their learning in-person and if they cannot attend school for health or other reasons. Summer learning for students was more robust, as the district offered opportunities for students in learning labs to improve essential skills through project-based learning experiences, extended year programming, tutoring as needed, and credit recovery. Google Classroom is being used across the district. The Social, Academic, and Emotional Behavior Risk Screener (or SAEBRS) is being used our elementary and middle schools to understand the "whole child" and to work to best meet the needs of every child. Alternative programming through our high school and Adult Education programs are important options for some students to keep them in school. The district also hired 16 staff members to work directly with students with the focus on intervention and enrichment.

- 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:

The Laconia School District continues to use data to inform instruction and to best support its students. Progress-monitoring tools such as Fast Bridge and the Measurement of Academic Progress (from NWEA) provide important data points to assess math and reading skills. The district will continue to use its resources to purchase 1:1 devices, interactive boards, and other supplies and equipment to so that all students have access to digital and online technology to support their learning in-person and if they cannot attend school for health or other reasons. Summer learning for students was more robust, as the district offered opportunities for students in learning labs to improve essential skills through project-based learning experiences, extended year programming, tutoring as needed, and credit recovery. Google Classroom is being used across the district. The Social, Academic, and Emotional Behavior Risk Screener (or SAEBRS) is being used our elementary and middle schools to understand the "whole child" and to work to best meet the needs of every child. Alternative programming through our high school and Adult Education programs are important options for some students to keep them in school. The district also hired 16 staff members to work directly with students with the focus on intervention and enrichment.

Description During SY 2022-2023:

Using data to inform instruction, hiring extra staff members to work directly with students, offering summer learning opportunities, and equipping our students and staff with digital and online tools will continue to be important ways we meet the needs of each student.

Description During SY 2023-2024:

Using data to inform instruction, hiring extra staff members to work directly with students, offering summer learning opportunities, and equipping our students and staff with digital and online tools will continue to be important ways we meet the needs of each student.

- 3) How the LEA will use the funds it reserves to address the academic impact of lost instructional time through:
- a. Individualized tutoring, including providing stipends to teachers for intensive, supplemental tutoring (please choose one):

Yes - Description Required

Description:

The district will continue to hire staff to work directly with students. Stipends will be paid to teachers to tutor students before and after school, during school vacation weeks, and in the summer.

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

Yes - Description Required

Description:

We have created a summer learning lab model where teachers engage in professional development to improve instruction and to teach our six (6) Portrait of a Graduate skills effectively (communication, collaboration, creativity, problem-solving, self-direction, and perseverance) through project-based learning experiences that are connected to our community. Paying coaches and mentors to work with and support our teachers is also an important focus of our work.

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

Description:

Using data to inform instruction and to assess the effectiveness of the teaching and learning experiences of our staff and students will continue to be important in our work. In addition to Fast Bridge and MAP (NWEA) reading and math progress monitoring tools as well as state accountability assessments will continue help us measure the efficacy of our academic program.

VI. Addressing Learner and Community Needs (Up to 80 percent of an LEA's Allocation)

- 1) After accounting for the funds reserved under section 2001(c)(1) of the ARP Act, how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(c)(2) of the ARP Act (See Appendix A):
- Description During SY 2021-2022:**
Grant funds are allocated for supplies and stipends for staff to support summer learning, professional development for staff that is focused on quality instruction with a focus on literacy, a subscription to Xello to help students explore college and career opportunities, technology with a focus on 1:1 devices for students and interactive boards for classrooms, and texts for students to improve literacy.
- Description During SY 2022-2023:**
Grant funds have been budgeted for facilities project to improve air quality and reduce the risk of virus transmission and exposure at Laconia High School, support a subscription to Xello to allow students to explore college and career opportunities, purchase technology so that students have devices to use in the classroom and remotely and for teachers to have equipment to work with students on digital platforms, and to hire staff to work directly with students.
- Description During SY 2023-2024:**
Grant funds have been budgeted for facilities project to improve air quality and reduce the risk of virus transmission and exposure at Laconia High School, support a subscription to Xello to allow students to explore college and career opportunities, purchase technology so that students have devices to use in the classroom and remotely and for teachers to have equipment to work with students on digital platforms, and to hire staff to work directly with students.
- 2) After accounting for the funds reserved under section 2001(c)(1) of the ARP Act, how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(c)(2) of the ARP Act (See Appendix A):
- a. Provide 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:**
Allocating funds for stipends for staff and supplies will provide additional learning opportunities for students that are personalized based on targeted student needs. Purchasing devices for students and ensuring our schools are equipped with technology such as interactive boards to improve instruction and provide access to instructional materials and resources that are online. Hiring staff to work directly with students as interventionists and classroom teachers to provide more learning opportunities for students will help the district meet the individual needs of students.
- b. Address 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:**
Providing staff with professional development to improve instruction and providing them with resources will support them in their work with children. When teachers feel confident in their craft, educator fatigue will be addressed. Also, improving air quality and the physical spaces will support staff doing their work with students.
- c. Improve 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:**
Summer learning opportunities include engaging families, who are involved in the decision to enroll their child into summer learning. Our staff works with families to help us meet the needs of each child. Additional staff also work with students and families in an effort to meet students where they are at. Supporting technology needs in the district provides improves communication and access to instructional materials for the family and the child.
- 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: | \$8,831,599.00 |
| Percentage: | 100% |
- 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 students in the Laconia School District will be supported by the grant proposed activities, many of which are targeting at-risk students. The SAU administers the grant, but the plan to spend was developed with input of a variety of stakeholders and approved by the Board.
- b. What amount and percentage of the LEA's total allocation will be used to support Career and Technical Education:
- | | |
|-------------|-------------|
| Amount: | \$3,000,000 |
| Percentage: | 33% |
- Description, including funds used to support learner attainment of industry-recognized credentials:**
The Portrait of a Graduate skills that were decided upon by the school community are skills that we believe will support students being successful in school and in college, career, community, and life after graduation. To that end, with our district's program and curriculum focused on teaching and developing these skills, the teaching and learning activities are to support students in their career aspirations, some specifically. The Huot Technical Center is on the site of the Laconia High School campus, where about 50% of students who attend the Huot come from. About \$1 million dollars of the proposed facilities upgrade is targeting spaces in the Huot.
- 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:**
Summer programs and learning opportunities supported by staff hired and stipended with ESSER funds are available to all students in the district.

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:

A significant focus for the budget for this grant is on learning loss. Hiring additional staff members to work directly with students to support their unique learning needs, purchasing curricular materials to support student growth in literacy, providing extended summer learning opportunities by purchasing resources and paying staff, and helping students learn about career options and their community will respond to the needs of students disproportionately impacted by Covid-19. Purchasing technology will allow all students to access learning opportunities and resources and support staff in improving instruction. The facilities project will improve air quality and improve spaces for teaching and learning.

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 NHD OE's prior conceptual and final approval:
[ESSER Funded Construction.](#)

Description:

The district is working with Rist-Frost-Shumway Engineering (RFS) engineering/architectural services in support of renovations at Laconia High School that consist of six (6) components: • HVAC upgrade throughout LHS. Upgrades will focus on areas that require system upgrades/replacement to comply with building codes or that have previously identified in the RFS Existing Conditions Report dated January 25, 2016 and the 2020 Mechanical Ventilation Assessment. • Renovation of the existing stacked core bathrooms located at the main entrance at LHS. A total of six (6) bathrooms will be renovated. • Renovation of the existing locker rooms to upgrade the spaces and equipment and improve air quality. • Upgrades to the existing kitchen, servery, and café. • Minor renovations to the existing Huot Science Health classroom located in the Huot Technical Center. • Renovation of the existing, large 2nd floor storage room to include a general- purpose classroom for the adult education program and a smaller more functional storage room. We propose to approach this assignment as a two-phase project. Phase 1 will consist of a program verification/conceptual design phase. This phase will verify the project program and the overall direction of the project and will include a construction cost estimating effort to confirm the overall project budget. Phase 2 will include schematic design, design development, construction administration, bid phase, and construction administration phases of the project. The project construction will likely occur under two (2) separate construction phases performed by a single contractor, generally summer recess 2023 and summer recess 2024. The project budget is approximately \$6 to 7 million.

X. Authorization

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



Approver Signature - Superintendent / Head of School

March 9, 2022

Date

Steve Tucker

Printed Name - Superintendent / Head of School

Appendix A: ARPA Statutory Excerpt

Appendix A. ARPA Statutory Excerpt

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B. Interim Final Requirements of ARP ESSER Excerpt

Appendix B. Interim Final Requirements of ARP ESSER Excerpt

(2) LEA ARP ESSER Plan.

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

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

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

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

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

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

(i) Engage in meaningful consultation—

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

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

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

(c) An LEA's ARP ESSER plan must be—

(i) In an understandable and uniform format;

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

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

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