

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

Please submit in both Excel and PDF form to [ESSER@doe.nh.gov](mailto:ESSER@doe.nh.gov) by 2/23/2022.

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

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

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

I. General Information

1) School District / Charter School Name:	Lempster	→ Cell C18 Must be Input for Formulas to Populate Correctly
2) District ID Number:	299	→ Autopopulates upon Selection
3) SAU Number:	71	→ Autopopulates upon Selection
4) Date of Publication:	3/1/2022	
5) Approver Name - (Superintendent / Head of School):	James Lewis	
6) Email & Telephone:	<a href="mailto:JLewis@SAU71.org">JLewis@SAU71.org</a> 603.863.1080	

## II. Transparency and Accessibility

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

**Yes - Description Required**

***Description:***

The district website is SAU71.org

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

**Yes - Description Required**

***Description:***

The plan is in a pdf form on the website

- 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:***

All information on our website is written in easy-to-understand language based at about the fifth grade level.

- 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:***

We are happy to email the plan, or print out a hard copy of the plan to any person who asks.

### 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:**

At the onset of the ESSER funds availability, we presented our plan in our weekly newsletter to all families and additional citizens of the town. We also sent out a town-wide mailing to each address which explained the plan for the use of the funds. We also made specific mention of the details at our town meeting.

- 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:**

Through our extensive and frequent outreach to the citizens of the town, we encouraged their feedback via telephone or emailed communication.

- 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:**

Both teachers and administration mentioned to the entire 120 K-8 population of student what we had planned. The student council met and listened, but there were no additional suggestions. We did not receive additional suggestions from the rest of the student body either.

*i) Number of total responses:* Plan was mentioned to 120 students and no additional suggestions were received. 6 received.

*ii) Uses consulted on:* Adequate staffing and technology needs

*iii) Description of feedback received:* Supportive to administrator's. Staff was pleased we prioritized needs of all staff to serve the students.

*Please indicate how consultation was:*

**2) Inclusive:** Individuals were invited to come speak with the administration directly or through teachers, or to offer thoughts via paper or email.

**3) Widely advertised and available:** Our outreach included emailed newsletter, town-wide information and posting on our webpage.

**4) Ongoing:** We continue to reach out to all persons via the weekly newsletter and the posting on our webpage.

- b. Families (please choose one):

**Yes - Description Required**

**1) Description:**

We send our newsletter to about 140 addresses each week. Our town wide newsletter reaches 450 addresses. We offered details of our plans but we did not have a lot of responses other than many thank you.

*i) Number of total responses:* Did not have a lot of responses.

*ii) Uses consulted on:* Adequate staffing and technology needs

*iii) Description of feedback received:* Most responses were "Thank You" comments.

*Please indicate how consultation was:*

**2) Inclusive:** Each parent was asked to provide their individual thoughts and opinions regarding the funds.

**3) Widely advertised and available:** Through the newsletter and town-wide mailing we address the majority of the citizens/stakeholders in town.

**4) Ongoing:** We send out a weekly newsletter and update the stakeholders an any changes. We also post updated information on our webpage.

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

**Yes - Description Required**

**1) Description:**

The school administration consists of three people who meet each day to discuss plans for the school.

*i) Number of total responses:* The agreed feedback is to use the moneies to ensure proper staffing to avcoiid learning loss.

*ii) Uses consulted on:* All plans for the funds, specifically staffing and technology. Also, doing what we can to keep the current staffing in place.

*iii) Description of feedback received:* The agreed feedback is to use the monies to ensure proper staffing to avoid learning loss.

Please indicate how consultation was:

**2) Inclusive:** All staff are always encouraged to meet with the administration at any time through an open door policy. Specific emails are available and encouraged.

**3) Widely advertised and available:** Weekly staff newsletter encourages feedback.

**4) Ongoing:** Through meetings and electronic communication, the information is regularly shared with the staff.

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

**Yes - Description Required**

**1) Description:**

The school has 35 employees. For the entire year, we send out a staff newsletter updating the staff on the funding as well as other items around the school. The newsletter always asks for staff feedback.

**i) Number of total responses:** Three responses all based on staff retention.

**ii) Uses consulted on:** Using of money to retain staff to avoid learning loss.

**iii) Description of feedback received:** For the entire year, the feedback has circled around staff retention and technology updates.

Please indicate how consultation was:

**2) Inclusive:** Staff are always encouraged to speak with the administration through an open door policy, or via and email or phone call.

**3) Widely advertised and available:** The weekly newsletter encourages staff to communicate and offer their opinions.

**4) Ongoing:** The newsletter is sent out each week and has not missed a week since the beginning of the summer.

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

**No**

**1) Description:**

N/A

**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

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

**Somewhat - Description Required**

**1) Description:**

Through our outreach we have some folks who fit in to this category.

**i) Number of total responses:** 0

**ii) Uses consulted on:** N/A

**iii) Description of feedback received:** N/A

Please indicate how consultation was:

**2) Inclusive:** Through the newsletter an invitation to meet personally.

**3) Widely advertised and available:** Weekly newsletter and town-wide mailing.

**4) Ongoing:** Weekly newsletter and webpage posting.

- 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):

**Somewhat - Description Required**

**1) Description:**

Stakeholders in this category who receive the weekly newsletter.

*i) Number of total responses:* Zero responses received.

*ii) Uses consulted on:* N/A

*iii) Description of feedback received:* N/A

*Please indicate how consultation was:*

**2) Inclusive:** Weekly outreach encourages communication.

**3) Widely advertised and available:** Weekly newsletter and town-wide mailing.

**4) Ongoing:** Weekly newsletter and school website posting.

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

**Somewhat - Description Required**

**1) Description:**

Our afterschool program is run by the school.

*i) Number of total responses:* Zero responses received.

*ii) Uses consulted on:* Staff information.

*iii) Description of feedback received:* Keep staffing to avoid learning loss.

*Please indicate how consultation was:*

**2) Inclusive:** Open door policy for all.

**3) Widely advertised and available:** Meetings with staff and staff newsletter.

**4) Ongoing:** Weekly staff newsletter and monthly meetings.

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

**Somewhat - Description Required**

**1) Description:**

We run our own early childhood program and we communicate with the parents of the program through newsletter and website information.

*i) Number of total responses:* Zero responses received.

*ii) Uses consulted on:* Staff retention was consulted on.

*iii) Description of feedback received:* Maintain staffing to avoid learning loss.

*Please indicate how consultation was:*

**2) Inclusive:** Invitation to speak with administration.

**3) Widely advertised and available:** Weekly newsletter and website offering.

**4) Ongoing:** Weekly newsletter and website.

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

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

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

**Description During SY 2021-2022:**

We have followed the CDC guidelines in making all the decisions for the school. We opened full time, but took precautions. We maintained wearing masks until the CDC said it was relaxing the requirement. We continue to test students with the antigen tests as needed, and we request quarantining as appropriate for persons traveling or displaying symptoms. We also practice distancing and fogging the building once per week. We offer a covid update in each of the weekly newsletter we send home to families and friends of the school.

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:**

Since the beginning of the 2021-2022 school year we have been assessing the student progress. Students we demonstrate an area of weakness, either academically or emotionally are addressed by our support team. Testing such as the NEWA MAP testing and in class assessment are compared to see where the loss may have occurred. On going communication with families has been helpful determining the child's progress and how the family and teachers can work together.

- 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:**

We need to make sure we have the appropriate staff on board and the appropriate equipment. To begin the district invested heavily on cleaning materials and supplies to ensure the virus was limited in its ability to spread. The district is using some of the money to ensure we do not lose qualified teachers so they can continue the relationships with the children and help with learning loss.

**Description During SY 2022-2023:**

The district will continue to invest in teachers and technology to ensure the students have what they need to obtain effective learning. In addition the district is concerned with social emotional aspects of learning and therefore are using funding to ensure the students can be exposed to other experiences, such as travelling to nearby sites. The district also invested in masks and PPE for the students and the staff. Many dollars were used for substitute teachers to make up for the loss of a teacher due to Covid.

**Description During SY 2023-2024:**

The district is planning on moving forward as Covid begins to dwindle. Most importantly the school needs staffing. Too many teachers have left the profession due to the pandemic. We need to invest in our teachers, our technology and our physical building to ensure we can present an atmosphere which is again conducive to learning.

- 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 students have been without a typical education in two years. We need additional staff to provide more individualized instruction for the students to catch up academically to where they would have been if the pandemic didn't interrupt their education. Technological impact has affected their abilities, but will be able to help as we move forward with catching up on the learning loss.

- 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:**

The staff is always encouraged to self-reflect on what they need. We feel there cannot be self-improvement without self-reflection. We have only encouraged the staff to look at the needs of the school and their students and select PD that will be most beneficial to all.

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

**Description:**

The Lempster School is data-driven. All our decisions are based on the data available to us. Benchmarks are taken at the beginning of the year and throughout the year to ensure we are teaching to the specific needs of the child and not just a curriculum from a series. We are able to measure the learning loss based on current data and data obtained from norms.

**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:**

The district spends the remaining funds assuring we had the proper PPE and safety equipment for the school. We have started a program of healthful choices regarding hand washing and proper procedures when one is sick. In addition we shall use the funds to double check on students achievement and address learning loss through staffing and technology.

**Description During SY 2022-2023:**

The data the district has collected during the last two years indicates there is a strong need to catch up on both math and reading. Science has also suffered during the pandemic. The district will plan to update its technological abilities and try to present state of the art technology to the students to enhance their learning. The district will also revamp the outdated library and turn it into a learning laboratory for all students to improve their research skills.

**Description During SY 2023-2024:**

The district will maintain its focus on the child and ensuring the we have the proper ration of teachers to student to help with the catch up learning. We do not plan to keep items in the status quo as we feel we are behind where we should be. Our attitude is still catch up growth which we shall do with proper staffing and proper technology to enhance that teaching.

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

- a. Providing individualized instruction:

During SY 2021-2022 (select one): **Yes - Description Required**

During SY 2022-2023 (select one): **Yes - Description Required**

During SY 2023-2024 (select one): **Yes - Description Required**

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

We are still in the mode of "catch up growth" and we will likley be in this area for two years - the amount of time we lost. Our main focus is to provide the right amount of skilled instruction to help the students catch up to where they should be academically.

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

During SY 2021-2022 (select one): **Yes - Description Required**

During SY 2022-2023 (select one): **Yes - Description Required**

During SY 2023-2024 (select one): **Yes - Description Required**

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

Not so much bonuses, but a reserve of skilled teachers who can come in and help with avoiding burn out. The teachers at Lempster aren't looking for more money, but they are periodically looking for a break.

- c. Improving family engagement:

During SY 2021-2022 (select one): **Yes - Description Required**

During SY 2022-2023 (select one): **Yes - Description Required**

During SY 2023-2024 (select one): **Yes - Description Required**

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

In the best of times we are always looking to improve family engagement. There is no secret that the districts who have a lot of family engagement tend to do better academically than those district who may have parents who are pulled away to work. Our plan is to focus on after work and after school activities to engender a sense of shared learning between parents and students. A night time dinner and expressive educational offerings will have a huge positive impact.

- 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: \$2,200.00

Percentage: 20%



**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:**

Too many of our students receive their best meal at the school. Unfortunately we do not have forty percent of the student signed up for free and reduced lunches. Through our Wellness committee we want to provide all that is needed to secure a strong foundation on which the students can learn. Following basic needs first, we can build a robust educational experience. Our special education costs are unpredictable, but we know at any moment a students could come back to the school. As a small district we are always trying to prepare for such an incident.

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 obtainment of industry-recognized credentials:**

Being a k-8 school district, our school does not engage in CTE other than what we encourage student t pursue at the high school level.

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:**

Although we have not encountered students who need an advanced program that the school cannot offer, we are always open to the option of providing all we can to the students of Lempster.

## 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:***

This district is just as concerned about the emotional health of our students as we are about the physical aspects. Lempster is a rural town with not a lot around it. There are very few options. Our district has worked hard bringing activities to the school to enhance the mental well-being for all students. For example bringing in a magician for a staff meeting and securing a week-long circus residency for the students. We are also planning to make sure we get the students out of town so they can experience other persons and activities that have been otherwise elusive for the last two years. Staff members will also work hard to ensure the students have enough information and supplies to help build their catch up growth in their regular classes.

## 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:***

The district is not planning on using any of the funds for construction projects. The true need for our district is to provide catch up growth instruction for our students.

Specific Use Category <i>(User May Delete Current Selection Prior to Assigning Inputs)</i>	General Use Category <i>(May Select Some General Use Categories in Multiple Boxes Depending upon Specific Uses. May Delete Current Selection Prior to Assigning Inputs)</i>	Quantifiable Measurement of Expected Outcomes Resulting from Use <i>(Multiple Selections Per Use May Be Selected By Cell. To Clear Selection, Highlight Cell and Enter "Delete")</i>	Learning Laws-YN <i>(At least 20% of an LEA's Total Allocation Summarily Required)</i>	Detailed Use Description <i>(Written Description, Including "Other" Responses (Columns A and C) and Funds if Applicable)</i>	Implementation Timeline - Please Select All that Apply				Budgeted To Date Per Use	Spent Through 12/31/21 Per Use	Total AMP ESSEER Allocation (as of 8/31/2022)	Total AMP ESSEER Unbudgeted To Date (as of 8/31/2022)	Baseline Data SY 2020 to 2021 - For Reference Purposes Only								
					SY 2020-2021	SY 2021-2022	SY 2022-2023	SY 2023-2024					LEA Enrollment (October 2021 Data Forwarded)	% 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
After-school/Out-of-school Learning and Enrichment - Please Select From One of the Following -	Meeting Students' Academic Needs - Please Select From One of the Following -	- Please Select From the Following: May Select Multiple Categories - % Participation in ELA Assessment, % Participation in Math Assessment, % - Please Select From the Following: May Select Multiple Categories -	Yes - Description Required - Please Select -	The fact the students have not been in the school continuously and when in, not experiencing the ideal learning environment, we need to focus on the academic	Yes	Yes	Yes	Yes	\$ 102,768.50	\$ 73,200.00	\$ 235,469.50	\$ 132,709.50	119	97	91	96	92%	0%	2	0	1

**X. Authorization**

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

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



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

**Date**

1-Mar-22

James Lewis, Superintendent

**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.*