

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/icer/202201-1810-002/doc/117519100>.

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

I. General Information

- | | | |
|--|--|---|
| 1) School District / Charter School Name: | <u>Manchester</u> | → Cell C18 Must be Input for Formulas to Populate Correctly |
| 2) District ID Number: | <u>335</u> | → Autopopulates upon Selection |
| 3) SAU Number: | <u>37</u> | → Autopopulates upon Selection |
| 4) Date of Publication: | <u>3/10/2022</u> | |
| 5) Approver Name -
(Superintendent / Head of School): | <u>Dr. Jennifer Gillis, Interim Superintendent</u> | |
| 6) Email & Telephone: | <u>jgillis@mansd.org, (603) 624-6300</u> | |

II. Transparency and Accessibility

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

Yes - Description Required

Description:

www.mansd.org

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

Yes - Description Required

Description:

Presented as clearly as possible, with charts and descriptions.

- 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:

Plan presented in simple language with charts and descriptions. Can be translated 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:

Plan can be provided in printed format if requested.

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:

Created a detailed survey to gather ideas and opinions on potential expenditures. We posted the survey on our website and shared it with internal stakeholders via email, including translations to multiple languages. Survey was publicized during school board meetings, and shared with community partner organizations. Worked directly with school administrators and staff on development and implementation of potential uses.

- 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:

District incorporated direct input from our stakeholders into initial recommendations, and adjusted further based on results of survey. Manchester School District defines our stakeholders as our students and their parents/families, teachers, administrators, staff members, City Year and Gear Up Members, our community partnerships members and any other individuals in our community that have a vested interest in the well being and success of our schools.

- 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:

Access to survey, survey was available on the district website, public comment invited at school board meetings.

i) Number of total responses: 22 survey responses.

ii) Uses consulted on: Survey encompassed all facets of possible funding uses

iii) Description of feedback received: Responses included value ratings on survey questions as well as open-ended questions

Please indicate how consultation was:

2) Inclusive: Survey questions structured to allow all stakeholder groups the opportunity to provide input.

3) Widely advertised and available: Survey was posted on our website and advertised via email, including translations to multiple languages, and shared with our network of community partner organizations.

4) Ongoing: Follow-up survey currently being prepared to share – it's been translated into multiple languages, and we will work with community partners, particularly those representing historically underserved communities to gather input.

- b. Families (please choose one):

Somewhat - Description Required

1) Description:

Access to survey, survey was available on the district website, public comment invited at school board meetings.

i) Number of total responses: 67 survey responses.

ii) Uses consulted on: Survey encompassed all facets of possible funding uses

iii) Description of feedback received: Responses included value ratings on survey questions as well as open-ended questions.

Please indicate how consultation was:

2) Inclusive: Survey questions structured to allow all stakeholder groups the opportunity to provide input.

3) Widely advertised and available: Survey was posted on our website and advertised via email, including translations to multiple languages, and shared with our network of community partner organizations.

4) Ongoing: Follow-up survey currently being prepared to share – it's been translated into multiple languages, and we will work with community partners, particularly those representing historically underserved communities to gather input.

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

Somewhat - Description Required

1) Description:

Access to survey, survey was available on the district website, public comment invited at school board meetings. Special education director was specifically consulted.

- i) Number of total responses:* Few direct survey responses, but administrators at all schools, as well as department leaders were consulted directly as part of the planning process.
- ii) Uses consulted on:* Due to level of involvement, members of this group have consulted on all uses.
- iii) Description of feedback received:* District administrators worked closely with school building leaders to assess needs and develop plans for use of funds. District and school leaders continue to be deeply involved in implementation and feedback process.

Please indicate how consultation was:

- 2) Inclusive:** Members of this group had the opportunity to provide feedback by our survey but also have been consulted directly and included in planning groups.
- 3) Widely advertised and available:** Advertised as widely as possible, but still limited given that this is an internal stakeholder group.
- 4) Ongoing:** These groups continue to be involved in the process of implementing, reviewing and revising use of funds.

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

Somewhat - Description Required

1) Description:

Access to survey, survey was available on the district website, public comment invited at school board meetings.

i) Number of total responses: 26 survey responses.

ii) Uses consulted on: 24

iii) Description of feedback received: Responses included value ratings on survey questions as well as open-ended questions.

Please indicate how consultation was:

- 2) Inclusive:** Survey questions structured to allow all stakeholder groups the opportunity to provide input.
- 3) Widely advertised and available:** Survey was posted on our website and advertised via email, including translations to multiple languages, and shared with our network of community partner organizations.
- 4) Ongoing:** Follow-up survey currently being prepared to share – it's been translated into multiple languages, and we will work with community partners, particularly those representing historically underserved communities to gather input.

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: Consulted with several BIPOC lead community organizations to help inform language and process. The District has been building partnerships with BIPOC lead organizations and through qualitative interview.

i) Number of total responses: 9 survey responses.

ii) Uses consulted on: 24

iii) Description of feedback received: Responses included value ratings on survey questions as well as open-ended questions.

Please indicate how consultation was:

2) Inclusive: Survey questions structured to allow all stakeholder groups the opportunity to provide input. Consulted with several BIPOC lead community organizations to help inform language and process.

3) Widely advertised and available: Survey was posted on our website and advertised via email, including translations to multiple languages, and shared with our network of community partner organizations.

4) Ongoing: Follow-up survey currently being prepared to share – it's been translated into multiple languages, and we will work with community partners, particularly those representing historically underserved communities to gather.

- 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:

Access to survey, survey was available on the district website, public comment invited at school board meetings.

i) Number of total responses: 9 survey responses.

ii) Uses consulted on: 24

iii) Description of feedback received: Responses included value ratings on survey questions as well as open-ended questions.

Please indicate how consultation was:

2) Inclusive: Consulted with community organizations and cultural brokers to inform content of the survey.

3) Widely advertised and available: Survey was available on district website and communications were made to stakeholders inviting participation

4) Ongoing: Work will continue with these groups as we continue to seek feedback on use of funds.

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

Somewhat - Description Required

1) Description:

Access to survey, survey was available on the district website, public comment invited at school board meetings.

i) Number of total responses: No direct survey responses, however input was collected as part of regular meetings with community partner organizations.

ii) Uses consulted on: Survey encompassed all facets of possible funding uses

iii) Description of feedback received: Feedback was direct through meetings and helped to ensure services provided by these organizations would support potential uses of funds.

Please indicate how consultation was:

2) Inclusive: Meetings with these organizations are held regularly and members were encouraged to share feedback.

3) Widely advertised and available: Groups had same access to survey as general public, but also were alerted to it through group meetings.

4) Ongoing: We will work with these organizations as we seek further feedback, both through our follow-up survey and through group 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):

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

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 Manchester School District Return plan has maintained a heavy focus on layered mitigation to include but not limited to: improved ventilation (increase to Merv 13 filters and Hepa units) while we undergo the HVAC project work, PPE (gloves, gowns, masks - disposable, cloth, KN95, N95, clear masks and shields), a focus on hand and respiratory hygiene, enhance cleaning protocols (moved to the use of Oxivir with a one minute dwell time and electrostatic sprayers), health screening protocols, temp check stations, health guidance manual for covid symptom and case management in the school (to include the use of an isolation room), access to vaccination clinics for all eligible populations and a testing program (rapid and PCR) on site. The use of a multi layered mitigation plan has allowed the schools to deploy multiple layers with the goal of covid mitigation.

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 Manchester School District has identified and tracked students who were inconsistent in their participation of remote learning. Social workers, guidance counselors, teachers, Principals, and community partners engaged these students and families through email, phone calls and home visits. We use our attendance system, gradebook, notes and liaisons to identify, monitor and support at risk students. The HS Principals identified students not on track for graduation Sept 2021. These students have been put on a support and monitoring plan. The MSD will also use district assessments to target learning loss. Additional teachers have been hired for class size reduction and Administrators to lead the work in monitoring at risk students. In addition, additional special educators and counselors have been hired.

- 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 MSD will address the academic impact of lost instructional time through the implementation of many evidence-based interventions. The actions includes a wide variety of structured learning supports including summer learning and enrichment programs, comprehensive before after school program opportunities for all learners and deeply embedded basic skills instruction and remediation support. The LEA will also offer a 4 week Summer Reading and Math program utilizing our highly qualified certified district staff while working to remediate specific MAS standards identified for each student utilizing our IReady Assessments. During and after school tutoring in our elementary, middle and high schools will afford students the opportunity to receive targeted differentiation to help recover and resolve any remaining learning gaps from 18 months of hybrid or virtual instruction. Transportation will be provided to reduce barriers. Additional teachers have been hired for class size reduction and Administrators to lead the work in monitoring at risk students. In addition, additional special educators and counselors have been hired. We have a also partnered with several community partnerships to increase tutoring, mentoring, outreach and opportunities.

Description During SY 2022-2023:

The MSD will address the academic impact of lost instructional time through the implementation of many evidence-based interventions. The actions includes a wide variety of structured learning supports including summer learning and enrichment programs, comprehensive before after school program opportunities for all learners and deeply embedded basic skills instruction and remediation support. The LEA will also offer a 4 week Summer Reading and Math program utilizing our highly qualified certified district staff while working to remediate specific MAS standards identified for each student utilizing our IReady Assessments. During and after school tutoring in our elementary, middle and high schools will afford students the opportunity to receive targeted differentiation to help recover and resolve any remaining learning gaps from 18 months of hybrid or virtual instruction. Transportation will be provided to reduce barriers. Additional teachers have been hired for class size reduction and Administrators to lead the work in monitoring at risk students. In addition, additional special educators and counselors have been hired. We have a also partnered with several community partnerships to increase tutoring, mentoring, outreach and opportunities.

Description During SY 2023-2024:

The MSD will address the academic impact of lost instructional time through the implementation of many evidence-based interventions. The actions includes a wide variety of structured learning supports including summer learning and enrichment programs, comprehensive before after school program opportunities for all learners and deeply embedded basic skills instruction and remediation support. The LEA will also offer a 4 week Summer Reading and Math program utilizing our highly qualified certified district staff while working to remediate specific MAS standards identified for each student utilizing our IReady Assessments. During and after school tutoring in our elementary, middle and high schools will afford students the opportunity to receive targeted differentiation to help recover and resolve any remaining learning gaps from 18 months of hybrid or virtual instruction. Transportation will be provided to reduce barriers. We have a also partnered with several community partnerships to increase tutoring, mentoring, outreach and opportunities.

- 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:

Teachers will be paid \$40/her for supplemental tutoring/teaching outside contract time. The LEA has also contracted with FEV tutoring to provide tutoring 24/7 to all students.

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:

Teachers have opportunities to attend professional development outside their contract hours and will be stipend the \$40/.hr. The LEA provides two teacher self directed PD days

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

Description:

Student assessment (iReady, Dibles, Ready Math & Amplify Unit Assessment data), review of student programs in our SIS (Aspen), teacher observations and FEV report card.

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:

Upgrade HVAC systems; Approximately 500 iTouch panel for the classroom to enhance blended learning opportunities; 2000 Hours of on-demand tutoring for all subject core and enrichment areas. Purchase of GoGuardian which is a robust filter application for all devices to ensure student safety. 23 technology support collaborator, technology support specialists, curricula materials and supports, behavioral supports, 3 Directors of Curriculum.

Description During SY 2022-2023:

Upgrade HVAC systems; Continue with purchasing additional iTouch panels to ensure equitable access and tutoring services. Continuation of GoGuardian which is a robust filter application for all devices to ensure student safety. 23 technology support collaborator, technology support specialists, curricula materials and supports, behavioral supports, 3 Directors of Curriculum. Increased tutoring, expanding the school day, reducing educator fatigue,, increasing mental health access points and increased educational opportunities for students K-12.

Description During SY 2023-2024:

Upgrade HVAC systems; Continuation of tutoring services. Continuation of GoGuardian which is a robust filter application for all devices to ensure student safety. 23 technology support collaborator, technology support specialists, curricula materials and supports, behavioral supports, 3 Directors of Curriculum. Increased tutoring, expanding the school day, reducing educator fatigue,, increasing mental health access points and increased educational opportunities for students K-12.

- 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:

The additional FTE added for the 21/22 school year and beyond increases our ability to provide more individualized and direct instruction to support our Multi-Tiered Systems of Support both academically and behaviorally.

- 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:

The LEA provided summer bonuses to those who worked the summer program. The LEA increased the teacher stipend rate from \$25-\$40. The LEA also hired a Director of Wellness that leads the district in educator and staff wellness. The district will develop a strategy for performance based bonuses for staff and teachers.

- 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:

The LEA hired additional social workers and bilingual family liaisons. In addition we have contracted with community partners to work for families from communities we have had difficulty engaging. FEV family tutoring nights. Extension of languages in School Messenger. Coursetune gap analysis of competencies in student, family, and community friendly language and graphics. Xello/Awato mod purchases to increase guidance planning between student, families, and school for academic pathways. In coming years, we will increase family engagement/educational opportunities.

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

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

Amount: 0

Percentage: 0

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

The use of funds will be allocated based on overall learning and mitigation requirements. Learning and social emotional needs of the students furthest from opportunity drove the development and prioritization of the plan.

b. What amount and percentage of the LEA's total allocation will be used to support Career and Technical Education:

Amount: 1 million

Percentage: 1.70%

Description, including funds used to support learner attainment of industry-recognized credentials:

The LEA hired an aviation teacher to create an aviation certification. They also partnered with NCDE to develop computer tech certification, entrepreneurship and banking certification. Hired an ELO coordinator. THE MSD also funds CTE through the general funds and other grants.

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:

The LEA has increased access to remedial courses through APEX. They also can have access to 24 hour tutoring, including remedial and enrichment. The LEA has brought Esports to our Middle and High Schools. In the summer of 22, increased opportunities to bridge the gap to college and opportunities for experiences at other universities.

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:

In addition to academic interventions, the Manchester School District 's #1 priority is further supporting our students' social, emotional, and mental health needs, especially those students disproportionately impacted by COVID-19. Elementary Schools implementing Positive Behavioral Interventions and Supports (PBIS), as a framework to improve outcomes for all students. Other schools are implementing Choose Love. Through ESSER funds, all of our staff will be training in Kagan Learning, a social-emotional structure. The LEA has made significant gains to alternatives to suspension for all students. Additional staffing, including a school nurse, community social worker, and school psychologist will all work toward meeting the needs of our students with greatest needs. The nurse will provide assistance in schools with greatest need, the community social worker will work with families, and the school psychologist will work directly with students and teams to assist with interventions and supports. The district has hired additional EL teachers, bilingual liaisons and supports for our new comers. Our educators consistently use academic, attendance, and behavior data to address individual needs in the areas of academic, social, emotional, and mental health. It is a community based approach to meet the and various needs of the students of the MSD.

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 Manchester School District has a HVAC plan to address ventilation at 19 of our 21 schools. All 19 projects have Concept review from the NH DOE with a projected total cost of \$34.8 Million. At the time of this report the following schools have Full approval from the NH DOE: Gossler, Memorial, Beech, Smyth and Jewett. The projects for Gossler and Memorial started in February 2022. The plan to accomplish all 19 projects is to roll the projects into the schools through the school year. Our plans include mitigating the noise to the greatest extent possible by reserving these project areas for vacation and school breaks.

X. Authorization

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

ESSER@doe.nh.gov



3/9/2022

Approver Signature - Superintendent / Head of School

Date

Dr. Jennifer Gillis

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.