

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, 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/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>Marlow</u> | → Cell C18 Must be Input for Formulas to Populate Correctly |
| 2) District ID Number: | <u>341</u> | → Autopopulates upon Selection |
| 3) SAU Number: | <u>29</u> | → Autopopulates upon Selection |
| 4) Date of Publication: | <u>3/8/2022</u> | |
| 5) Approver Name -
(Superintendent / Head of School): | <u>Robert Malay</u> | |
| 6) Email & Telephone: | <u>603-357-9012</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:

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

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

Yes - Description Required

Description:

The LEA wrote a concise plan with an easy to follow format.

- 3) The plan, to the extent practicable, is written in a language that parents can understand or, if not practicable to provide written translations to a parent with limited English proficiency, orally translated (please choose one):

Yes - Description Required

Description:

The plan was written in an understandable manner to all stakeholders. The LEA will translate the plan for individuals with limited English proficiency upon request.

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

Yes - Description Required

Description:

An alternate format can be requested through the LEA.

III. Stakeholder Engagement

Best Practices in Implementing ARP ESSER LEA Use of Funds Plan

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

Yes - Description Required

Description:

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

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

Yes - Description Required

Description:

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

- 3) How the LEA engaged in meaningful consultation with specific stakeholders, including, but not limited to:
a. Students (please choose one):

Yes - Description Required

1) Description:

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

i) Number of total responses: 0

ii) Uses consulted on:

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

iii) Description of feedback received:

We did not receive any feedback from this section of people.

Please indicate how consultation was:

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

3) Widely advertised and available:

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

4) Ongoing:

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

- b. Families (please choose one):

Yes - Description Required

1) Description:

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

i) Number of total responses: 4

ii) Uses consulted on:

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

iii) Description of feedback received:

Invest in innovative best practices which enhance a culture of learning, such as but not limited to play-based learning, outdoor education, and community building. Continue to expand our afterschool and summer learning and enrichment opportunities. Deliver interventions for students in highest need and provide them small group instruction. Engage families (attendance, support, classes, resources, other activities). Provide social-emotional learning opportunities such as counseling, mental health, wellness resources for students, staff, and families. Technology infrastructure upgrades to allow remote participation in broadcasted events. Investment in software and hardware to aid in curriculum development and alignment for students. Investment in external instructional and recreational spaces (To enhance physical distancing). Upgrade indoor ventilation to meet pandemic air quality standards. Invest in teacher curriculum development to strengthen teaching and learning. To ensure all students receive high quality instructional materials and supplies. Including, but not limited to, instructional devices.

Please indicate how consultation was:

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

3) Widely advertised and available:

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

4) Ongoing:

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

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

Yes - Description Required

1) Description:

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

i) Number of total responses: 0

ii) Uses consulted on:

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

What do you believe is the highest priority area of investment for your District(s) to address learning recovery and the impact of COVID-19 as

iii) Description of feedback received:

We did not receive any feedback from this section of people.

Please indicate how consultation was:

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

3) Widely advertised and available:

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

4) Ongoing:

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

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

Yes - Description Required

1) Description:

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

i) Number of total responses: 0

ii) Uses consulted on:

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

iii) Description of feedback received:

We did not receive any feedback from this section of people.

Please indicate how consultation was:

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

3) Widely advertised and available:

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

4) Ongoing:

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

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

No

1) Description:

i) Number of total responses:

ii) Uses consulted on:

iii) Description of feedback received:

Please indicate how consultation was:

2) Inclusive:

3) Widely advertised and available:

4) Ongoing:

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

No

1) Description:

i) Number of total responses:

ii) Uses consulted on:

iii) Description of feedback received:

Please indicate how consultation was:

2) Inclusive:

3) Widely advertised and available:

4) Ongoing:

- g. Stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students (please choose one):

No

1) Description:

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

Please indicate how consultation was:

2) Inclusive:

3) Widely advertised and available:

4) Ongoing:

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

Yes - Description Required

1) Description:

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

- i) Number of total responses:** 0

ii) Uses consulted on:

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

iii) Description of feedback received:

We did not receive any feedback from this section of people.

Please indicate how consultation was:

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

3) Widely advertised and available:

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

4) Ongoing:

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

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

No

1) Description:

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

Please indicate how consultation was:

2) **Inclusive:**

3) **Widely advertised and available:**

4) **Ongoing:**

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

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

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

Description During SY 2021-2022:

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

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

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

Description During SY 2021-2022:

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

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

Description During SY 2021-2022:

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

Description During SY 2022-2023:

All K-8 schools use multiple common assessments to identify students' areas of weakness in Math and English Language Arts. The K-5 schools use Dibbles. The middle school also uses Dibbles but also uses Exact Path to diagnose areas of deficiency and establish individual learning plans to support student growth and achievement. Students are assigned to RtI Tier II or III based on diagnostic testing. Time is scheduled during the day for students to access the program and receive support; School is also implementing a neurology based reading program in grades K-3 to support reading proficiency

Description During SY 2023-2024:

All K-8 schools use multiple common assessments to identify students' areas of weakness in Math and English Language Arts. The K-5 schools use Dibbles. The middle school also uses Dibbles but also uses Exact Path to diagnose areas of deficiency and establish individual learning plans to support student growth and achievement. Students are assigned to RtI Tier II or III based on diagnostic testing. Time is scheduled during the day for students to access the program and receive support; School is also implementing a neurology based reading program in grades K-3 to support reading proficiency

- 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:

Local funds are used for the described purposes

- 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):

- Please Select -

Description:

Yes (Cannot select from above drop down menu) Teachers have and will continue to participate in curriculum development and diagnostic training to support differentiation to affect learner outcomes; all staff are trained in the movement exercises and station work relative to neurology based reading program

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

Description:

Longitudinal diagnostic data across three test cycles as well as correlation to state test outcomes; reading growth movement from identified reading proficiency buckets

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

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

Description During SY 2021-2022:

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

Description During SY 2022-2023:

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

Description During SY 2023-2024:

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

- 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:

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

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

During SY 2021-2022 (select one): **No**

During SY 2022-2023 (select one): **No**

During SY 2023-2024 (select one): **No**

Description of all SYs - 2021 to 2024:

- c. Improving family engagement:

During SY 2021-2022 (select one): **No**

During SY 2022-2023 (select one): **No**

During SY 2023-2024 (select one): **No**

Description of all SYs - 2021 to 2024:

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

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

Amount: 20,534.19

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:

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

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

Amount: 0

Percentage: 0

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

[Redacted description area]

c. The extent to which funds will be used to provide access to course access opportunities, including advanced, elective, and remedial courses provided outside of the residential public school that a learner could not otherwise access:

During SYs 2021-2024 (select one): No

Description of all SYs - 2021 to 2024:

No (Cannot select from above drop down menu)

VII. Addressing the Unique Needs of All Learners

- 1) How the LEA will ensure that the interventions it implements will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Description:

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

VIII. Addressing Unique Renovation, Air Quality and/or Construction Needs

- 1) If the LEA plans to use or has used any portion of ARP ESSER funds for construction projects, describe those projects below. Each project should be addressed separately. If needed, LEAs may submit additional supporting information. Please insert "N/A" if this category is not applicable to your plan. Please also note that these projects are subject to the NHDOE's prior conceptual and final approval:
[ESSER Funded Construction.](#)

Description:

The District plans to install an outdoor play structure that will allow for socially distanced play opportunities.

Specific Use Category <i>*User May Delete Current Selection Prior to Assigning Input(s)</i>	General Use Category <i>*May Select Same General Use Category in Multiple Rows. Depending upon Specific Uses; May Delete Current Selection Prior to Assigning Input(s)</i>	Quantifiable Measurement of Expected Outcomes Resulting from Use <i>*Multiple Selections Per Use May Be Selected by Cell. To Clear Selection, Highlight Cell and Enter "Delete"</i>	Learning Loss- Y/N <i>*At least 20% of an LEA's Total Allocation Statutorily Required</i>	Detailed Use Description <i>*Written Description, Including "Other" Responses (Columns A and C) and Vendor if Applicable</i>	Implementation Timeline - Please Select All that Apply				Budgeted To Date Per Use	Spent Through 12/31/21 Per Use	Total ARP ESSER Allocation (as of 01/31/2022)	Total ARP ESSER Allocation Unbudgeted To Date (as of 01/31/2022)
					SY 2020-2021	SY 2021-2022	SY 2022-2023	SY 2023-2024				
										\$ 105,956.40	\$ 105,956.40	

Baseline Data SY 2020 to 2021 - For Reference Purposes Only									
LEA Enrollment <i>*October 2021 Data Prepopulated</i>	% Participation - Math Assessment	% Participation - Science Assessment	% Participation - ELA Assessment	Average Daily Attendance	4-Year Adjusted Cohort Graduation Rate	In-School Suspension	Expulsion	Instances of Bullying / Harassment	
49	90	* n< 11	90	96%	0%	0	0	0	

X. Authorization

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

ESSER@doe.nh.gov



3/8/2022

Approver Signature - Superintendent / Head of School

Date

Robert Malay

Printed Name - Superintendent / Head of School

Appendix A. ARPA Statutory Excerpt

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B. Interim Final Requirements of ARP ESSER Excerpt

Appendix B. Interim Final Requirements of ARP ESSER Excerpt

(2) LEA ARP ESSER Plan.

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

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

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

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

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

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

(i) Engage in meaningful consultation—

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

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

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

(c) An LEA's ARP ESSER plan must be—

(i) In an understandable and uniform format;

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

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

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