

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

Please submit in both Excel and PDF form to ESSER@doe.nh.gov by 2/23/2022.

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

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

For further context, please reference ARPA (<https://www.congress.gov/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>Mascoma Valley Regional</u> | → <i>Cell C18 Must be Input for Formulas to Populate Correctly</i> |
| 2) District ID Number: | <u>343</u> | → <i>Autopopulates upon Selection</i> |
| 3) SAU Number: | <u>62</u> | → <i>Autopopulates upon Selection</i> |
| 4) Date of Publication: | <u>8/25/2021</u> | |
| 5) Approver Name -
(Superintendent / Head of School): | <u>Amanda Isabelle</u> | |
| 6) Email & Telephone: | <u>aisabelle@mvrds.org</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.mascomaschools.org/our_district/district_news/what_s_new/m_v_r_s_d_plan_for_use_of_a_r_p_e_s_s_e_r_funds

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

Yes - Description Required

Description:

Yes, the plan answers all questions provided via checkbox and/or brief description

- 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:

Yes, clear and concise language is utilized.

- 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:

Yes, parents can contact the SAU office for additional information or an alternative format upon request as indicated on the website.

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:

A google form survey was posted on the district webpage as well as emailed to parents and teachers. Parents were also given the opportunity to share information with their students and provide feedback on their behalf.

- 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 largest categories indicated on the survey have been incorporated into the use of funds plan including updates to buildings related to HVAC, learning loss tutoring and summer learning programs, as well as increased social-emotional learning supports.

- 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:

Parents were given the opportunity to share information with their students and provide feedback on their behalf.

i) Number of total responses: We did not collect specific number of responses for this stakeholder group.

ii) Uses consulted on: The Mascoma Valley Regional School District (MVRSD) is applying to receive American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER III) Funds to address student learning recovery and to mitigate the impact of COVID-19 on our school communities. These funds are designated for one-time or short-term expenditures to address the ongoing impact of the pandemic. All funds must be expended by September 2024. The largest categories indicated on the survey have been incorporated into the use of funds plan including updates to buildings related to HVAC, learning loss tutoring and summer learning programs, as well as increased social-emotional learning supports.

iii) Description of feedback received: Specific data not collected for students, as per NH state law RSA 186:11, IX-d, students cannot take a non-academic survey.

Please indicate how consultation was:

2) Inclusive: All parents were given a survey and could provide student input.

3) Widely advertised and available: The plan is included on the district web page and emailed.

4) Ongoing: The plan will continue to be included on district webpage and emailed.

- b. Families (please choose one):

Somewhat - Description Required

1) Description:

The Mascoma Valley Regional School District (MVRSD) is applying to receive American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER III) Funds to address student learning recovery and to mitigate the impact of COVID-19 on our school communities. These funds are designated for one-time or short-term expenditures to address the ongoing impact of the pandemic. All funds must be expended by September 2024.

i) Number of total responses: There were 170 parent responses which represented 78% of the 219 total responses.

ii) Uses consulted on: The Mascoma Valley Regional School District (MVRSD) is applying to receive American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER III) Funds to address student learning recovery and to mitigate the impact of COVID-19 on our school communities. These funds are designated for one-time or short-term expenditures to address the ongoing impact of the pandemic. All funds must be expended by September 2024. The largest categories indicated on the survey have been incorporated into the use of funds plan including updates to buildings related to HVAC, learning loss tutoring and summer learning programs, as well as increased social-emotional learning supports.

iii) Description of feedback received: The areas in which community members identified concerns were as follows: Student social/emotional/mental well-being, Improvements to facilities to improve safety, such as heating/cooling system and ventilation, Continued emphasis on technology equipment and access. Before and after school tutoring programs, Extended school year or summer credit recovery programs and creation of outdoor or alternative learning spaces.

Please indicate how consultation was:

2) Inclusive: All parents were given a survey and could provide student input.

3) Widely advertised and available: The plan is included on the district web page and emailed.

4) Ongoing: The plan will continue to be included on district webpage and emailed.

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

Yes - Description Required

1) Description:

The areas in which community members identified concerns were as follows: Student social/emotional/mental well-being, Improvements to facilities to improve safety, such as heating/cooling system and ventilation, Continued emphasis on technology equipment and access. Before and after school tutoring programs, Extended school year or summer credit recovery programs.

i) Number of total responses: There were 3 responses received from school and district administrators.

ii) Uses consulted on: The Mascoma Valley Regional School District (MVRSD) is applying to receive American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER III) Funds to address student learning recovery and to mitigate the impact of COVID-19 on our school communities. These funds are designated for one-time or short-term expenditures to address the ongoing impact of the pandemic. All funds must be expended by September 2024. The largest categories indicated on the survey have been incorporated into the use of funds plan including updates to buildings related to HVAC, learning loss tutoring and summer learning programs, as well as increased social-emotional learning supports.

iii) Description of feedback received: Feedback included identified needed in the following: Before and after school tutoring programs, Acquiring evidence-based instructional materials to aid in intervention efforts, Additional professional learning for teachers and staff, Concentrated social-emotional well-being activities for students at risk of dropping out of school and other special populations, Ventilation and/or air conditioning (HVAC), Air purification, Creation of outdoor or alternative learning spaces.

Please indicate how consultation was:

2) Inclusive: The same survey was used for all stakeholder groups.

3) Widely advertised and available: The plan is included on the district web page and emailed.

4) Ongoing: The plan will continue to be included on district webpage and emailed.

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

Yes - Description Required

1) Description:

The Mascoma Valley Regional School District (MVRSD) is applying to receive American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER III) Funds to address student learning recovery and to mitigate the impact of COVID-19 on our school communities. These funds are designated for one-time or short-term expenditures to address the ongoing impact of the pandemic. All funds must be expended by September 2024.

i) Number of total responses: There were 39 responses received from teachers, principles, school leaders and other educators.

ii) Uses consulted on: The Mascoma Valley Regional School District (MVRSD) is applying to receive American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER III) Funds to address student learning recovery and to mitigate the impact of COVID-19 on our school communities. These funds are designated for one-time or short-term expenditures to address the ongoing impact of the pandemic. All funds must be expended by September 2024. The largest categories indicated on the survey have been incorporated into the use of funds plan including updates to buildings related to HVAC, learning loss tutoring and summer learning programs, as well as increased social-emotional learning supports.

iii) Description of feedback received: Feedback included identified needed in the following: Before and after school tutoring programs, Acquiring evidence-based instructional materials to aid in intervention efforts, Additional professional learning for teachers and staff, Concentrated social-emotional well-being activities for students at risk of dropping out of school and other special populations, Ventilation and/or air conditioning (HVAC), Air purification, Creation of outdoor or alternative learning spaces.

Please indicate how consultation was:

2) Inclusive: The same survey was used for all stakeholder groups.

3) Widely advertised and available: The plan is included on the district web page and emailed.

4) Ongoing: The plan will continue to be included on district webpage and emailed.

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

No

1) Description:

There are no tribes in the area.

i) Number of total responses: N/A There are no tribes in the area.

ii) Uses consulted on: N/A There are no tribes in the area.

iii) Description of feedback received: N/A There are no tribes in the area.

Please indicate how consultation was:

2) Inclusive: N/A There are no tribes in the area.

3) Widely advertised and available: N/A There are no tribes in the area.

4) Ongoing: N/A There are no tribes in the area.

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

No

1) Description:

There are civil rights organizations to consult with.

i) Number of total responses: N/A There are civil rights organizations to consult with.

ii) Uses consulted on: N/A There are civil rights organizations to consult with.

iii) Description of feedback received: N/A There are civil rights organizations to consult with.

Please indicate how consultation was:

2) Inclusive: N/A There are civil rights organizations to consult with.

3) Widely advertised and available: N/A There are civil rights organizations to consult with.

4) Ongoing: N/A There are civil rights organizations to consult with.

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):

Yes - Description Required

1) Description:

The Mascoma Valley Regional School District (MVRSD) is applying to receive American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER III) Funds to address student learning recovery and to mitigate the impact of COVID-19 on our school communities. These funds are designated for one-time or short-term expenditures to address the ongoing impact of the pandemic. All funds must be expended by September 2024.

i) Number of total responses: There were 27 responses received from stakeholders.

ii) Uses consulted on: The Mascoma Valley Regional School District (MVRSD) is applying to receive American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER III) Funds to address student learning recovery and to mitigate the impact of COVID-19 on our school communities. These funds are designated for one-time or short-term expenditures to address the ongoing impact of the pandemic. All funds must be expended by September 2024. The largest categories indicated on the survey have been incorporated into the use of funds plan including updates to buildings related to HVAC, learning loss tutoring and summer learning programs, as well as increased social-emotional learning supports.

iii) Description of feedback received: Feedback included identified needed in the following: Before and after school tutoring programs, Acquiring evidence-based instructional materials to aid in intervention efforts, Additional professional learning for teachers and staff, Concentrated social-emotional well-being activities for students at risk of dropping out of school and other special populations, Ventilation and/or air conditioning (HVAC), Air purification, Creation of outdoor or alternative learning spaces.

Please indicate how consultation was:

2) Inclusive: The same survey was used for all stakeholder groups.

3) Widely advertised and available: The plan is included on the district web page and emailed.

4) Ongoing: The plan will continue to be included on district webpage and emailed.

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

Yes - Description Required

1) Description:

The areas in which community members identified concerns were as follows: Student social/emotional/mental well-being, Improvements to facilities to improve safety, such as heating/cooling system and ventilation, Continued emphasis on technology equipment and access. Before and after school tutoring programs, Extended school year or summer credit recovery programs.

i) Number of total responses: There were 3 responses received from community based organizations.

ii) Uses consulted on: The Mascoma Valley Regional School District (MVRSD) is applying to receive American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER III) Funds to address student learning recovery and to mitigate the impact of COVID-19 on our school communities. These funds are designated for one-time or short-term expenditures to address the ongoing impact of the pandemic. All funds must be expended by September 2024. The largest categories indicated on the survey have been incorporated into the use of funds plan including updates to buildings related to HVAC, learning loss tutoring and summer learning programs, as well as increased social-emotional learning supports.

iii) Description of feedback received: Feedback included identified needed in the following: Before and after school tutoring programs, Acquiring evidence-based instructional materials to aid in intervention efforts, Additional professional learning for teachers and staff, Concentrated social-emotional well-being activities for students at risk of dropping out of school and other special populations, Ventilation and/or air conditioning (HVAC), Air purification, Creation of outdoor or alternative learning spaces.

Please indicate how consultation was:

2) Inclusive: The same survey was used for all stakeholder groups.

3) Widely advertised and available: The plan is included on the district web page and emailed.

4) Ongoing: The plan will continue to be included on district webpage and emailed.

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:

There are no early childhood education providers to consult with.

i) Number of total responses: N/A There are no early childhood education providers to consult with.

ii) Uses consulted on: N/A There are no early childhood education providers to consult with.

iii) Description of feedback received: N/A There are no early childhood education providers to consult with.

Please indicate how consultation was:

2) Inclusive: N/A There are no early childhood education providers to consult with.

3) Widely advertised and available: N/A There are no early childhood education providers to consult with.

4) Ongoing: N/A There are no early childhood education providers to consult with.

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 Mascoma Valley Regional School district will plan to upgrade an aging air handling system in the two Elementary schools, the Enfield Village School and the Canaan Elementary School. The air handling and ventilation systems in these facilities do not provide adequate volume of air exchange, filtration, or fresh air ventilation recommended to prevent and mitigate the effect of airborne pathogens, such as those experienced during the COVID-19 pandemic.

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:

During the 20-21 school year the Mascoma Valley Regional Schools were open fully to all students in grades PreK-8. There was a remote option which represented a small percentage of students who were able to access education remotely. The high school operated in a hybrid schedule until March which allowed all students to access in-person schooling every-other-day and synchronous online learning on their days at home. There was a remote option which represented a small percentage of students who were able to access education remotely. To identify all students who have learning loss, regardless of their remote, hybrid, or in-person status during the 20-21 school year, the district has hired an RtI (response to Intervention) Coordinator who is working with educators and families on identifying gaps in learning to be addressed through various interventions.

- 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:

An RtI coordinator was hired who works with educators and parents to identify learning loss and set up after school tutoring. A summer learning session will again be offered to families. The district is working with Demonstrated Success to identify additional areas of instructional weakness to help prepare educators to meet these challenges. Teachers are also working with UNH on the Learning Through Teaching course to strengthen instructional practices. Additional areas of need are being identified.

Description During SY 2022-2023:

Continue interventions and enrichments from the 21-22 school year while additional areas of need are being identified.

Description During SY 2023-2024:

Continue interventions and enrichments from the 21-22 school year while additional areas of need are being identified.

- 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:

An RtI coordinator was hired who works with educators and parents to identify learning loss and set up after school tutoring.

- 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:

Educators provide feedback on professional learning needs to the district to address differentiated needs.

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

Description:

Aimsweb, NHSAS, NWEA, PSATs, and SATs are all being tracked to identify gaps and then again once interventions have been provided.

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:

MVRSD will contract services to design and implement a plan for the system upgrades, obtain preliminary cost projections, and prepare procurement bids.

Description During SY 2022-2023:

MVRSD will engage the engineering services of YEATON MEP, Inc. to design the air handling system upgrades as described in section IV.

Description During SY 2023-2024:

MVRSD will enlist the services of a mechanical engineering contractor to remove, repair, and install various components of the proposed project.

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

- a. Providing individualized instruction:

During SY 2021-2022 (select one):

During SY 2022-2023 (select one):

During SY 2023-2024 (select one):

Description of all SYs - 2021 to 2024:

N/A

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

During SY 2021-2022 (select one):

During SY 2022-2023 (select one):

During SY 2023-2024 (select one):

Description of all SYs - 2021 to 2024:

N/A

- c. Improving family engagement:

During SY 2021-2022 (select one):

During SY 2022-2023 (select one):

During SY 2023-2024 (select one):

Description of all SYs - 2021 to 2024:

N/A

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

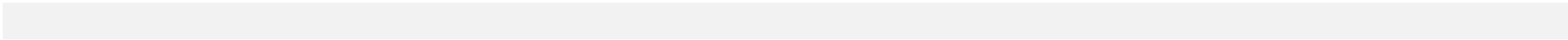
- a. What amount and percentage of the LEA's total allocation will be administered under school leader discretion:

Amount:

Percentage:

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

N/A



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:

N/A

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:

N/A

VII. Addressing the Unique Needs of All Learners

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

Description:

A variety of stakeholders are consulted when any educational decision is made on behalf of the students of the Mascoma Valley Regional School District. Additionally, a variety of data, including standardized assessment scores, grades, attendance, behavior referrals and consequences, observational data from social workers, Special Educators, ELL specialists, school counselors, administrators, classroom educators, school psychologists, Occupational Therapists, and parents are gathered before educational decisions are made regarding any student.

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 LEA will use ARP ESSER funds to address the Air Quality needs at two Elementary School facilities: The Enfield Elementary School building was built in 1883, with additions built in 2000. Adequate air exchange is lacking due to the design age of the structure. To remedy this, four (4) Unit Ventilators will be installed. An HVAC unit for the gymnasium and boiler system pumps will be replaced. At the Canaan Elementary School facility, the air exchange is not adequate or non-existent in various sections of the building. To remedy this, Classroom Unit Ventilators will be installed, as well as an Air Handler unit in the Gymnasium, an HVAC unit in the library, and three (3) new boiler system pumps.

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

Amanda Isabelle

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.*