

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>Making Community Connections Charter School</u> | → Cell C18 Must be Input for Formulas to Populate Correctly |
| 2) District ID Number: | <u>733</u> | → Autopopulates upon Selection |
| 3) SAU Number: | | → Autopopulates upon Selection |
| 4) Date of Publication: | <u>3/9/2022</u> | |
| 5) Approver Name -
(Superintendent / Head of School): | <u>Christopher O'Reilly</u> | |
| 6) Email & Telephone: | <u>chris.oreilly@mc2school.org 603.283.0844</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://mc2school.org/>

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

Yes - Description Required

Description:

The plan is written in English and follows the template provided by NH DOE.

- 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 is written in plain language that parents can understand and we will also make available alternative formats or oral translation and assistance as needed.

- 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:

Upon request, we will provide parents an alternative format of the plan that is accessible to them.

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:

Public invitations to provide input in the development of our plan have been posted on our website and in our weekly newsletter to families and the community.

- 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:

As explained in 3(a) through (i) below.

- 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:

Open discussion, with opportunities to provide input, are offered during our weekly morning meetings with students and staff with more focused, specific student panels to get feedback and ideas. Formal responses were not recorded as ideas were only discussed in general. Students did respond to the idea of teachers and support staff offering an extended school day 3 days per week, which was taken into consideration and then acted upon by administration.

i) Number of total responses:

ii) Uses consulted on:

iii) Description of feedback received:

Please indicate how consultation was:

2) Inclusive: All students were present at community meetings.

3) Widely advertised and available: Available to all enrolled students

4) Ongoing: Discussions continue in community meetings

- b. Families (please choose one):

Yes - Description Required

1) Description:

Weekly newsletters and direct emails are sent home to parents, which include invitations to join our Site Council meetings to discuss our plans and provide input regarding the use of ARP ESSER funds. Parents did not formally respond in writing, but parents involved in our Site Council contributed to discussions about use of ESSER funds to support the ideas generated by staff for expanding programming.

i) Number of total responses:

ii) Uses consulted on:

iii) Description of feedback received:

Please indicate how consultation was:

2) Inclusive: All parents were invited to attend meetings

3) Widely advertised and available: Invitations were posted online and in weekly newsletters

4) Ongoing: Meeting and discussion about use of ESSER funds continues

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

Yes - Description Required

1) Description:

School administrator and special education liaison are present in weekly staff meetings where workgroups are discussing and providing input regarding the use of ARP ESSER funds.

i) Number of total responses:

We have only one administrator and one special education liaison and both responded.

ii) Uses consulted on:

Extended school day for students requiring extra help or needing to catch-up on academic work

iii) Description of feedback received:

Implement an after school program to support students who need extra help or are struggling to keep pace with academic achievement.

Please indicate how consultation was:

2) Inclusive: Both administrator and special education liaison were present.

3) Widely advertised and available: Both administrator and special education liaison were notified

4) Ongoing: Discussions continue about how additional programming can support struggling learners.

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

Yes - Description Required

1) Description:

School administrator, special education liaison, and teaching and support staff are present in weekly staff meetings where workgroups are discussing and providing input regarding the use of ARP ESSER funds.

i) Number of total responses: All staff (10) involved and providing input

ii) Uses consulted on: After school programming, outdoor education programming, makerspace (voc./ed., credit recovery, increase enrollment, technology, professional development, facility improvement

iii) Description of feedback received: Staff proceeded with developing ideas to implement the uses consulted on

Please indicate how consultation was:

2) Inclusive: All staff were involved

3) Widely advertised and available: All staff were invited to contribute

4) Ongoing: Ideas are currently being developed and the discussions continue in weekly meetings.

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

No

1) Description:

Not applicable

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

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:

We will be requesting input on our draft ARP ESSER Spending Plan from the following organizations: Disability Rights Center of NH; Parent Information Center; Keene Human Services; City of Keene Youth Services Dept.

i) Number of total responses: zero

ii) Uses consulted on: zero

iii) Description of feedback received: To date we have not been able to work with the stakeholders listed. Staff assigned to do community outreach is no longer with us and we have been unable to fill the position. Duties will be reassigned to other staff if position continues to go unfilled by the end of the 2021_2022 school year.

Please indicate how consultation was:

2) Inclusive: N/A

3) Widely advertised and available: N/A

4) Ongoing: N/A

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

Somewhat - Description Required

1) Description:

We will be requesting input on our draft ARP ESSER Spending Plan from the following organizations: Southwest Community Services; Keene Youth Services

i) Number of total responses: zero

ii) Uses consulted on: zero

iii) Description of feedback received:

To date we have not been able to work with the stakeholders listed. Staff assigned to do community outreach is no longer with us and we have been unable to fill the position. Duties will be reassigned to other staff if position continue to go unfilled by the end of the 2021_2022 school year.

Please indicate how consultation was:

2) Inclusive: n/a

3) Widely advertised and available: n/a

4) Ongoing: n/a

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

Somewhat - Description Required

1) Description:

We will be requesting input on our draft ARP ESSER Spending Plan from the following organizations: Keene Day Care; Keene State College - Childhood Development Center

i) Number of total responses: zero

ii) Uses consulted on: zero

iii) Description of feedback received:

To date we have not been able to work with the stakeholders listed. Staff assigned to do community outreach is no longer with us and we have been unable to fill the position. Duties will be reassigned to other staff if position continue to go unfilled by the end of the 2021_2022 school year.

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:

Creating indoor open-concept instructional spaces to improve ability to safely distance; creating outdoor educational opportunities/wilderness programming; installing/replacing air handling and HVAC equipment to improve indoor air quality.

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:

Review of attendance records, student progress reports, competency and credit attainment data, NWEA Measure of Academic Progress assessment results, and NH Statewide Assessment System results will all be used to identify individual student learning loss across our entire population.

- 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:

Develop research-based after school programming 3 days a week, staffed by certified educators and paraprofessionals where students can access staff and resources to earn promotions, complete required work, receive extra academic support, and close gaps in their learning that occurred over an extended period of remote only instruction. Learners will also have access to organizational support, executive functioning skills support, and associated coaching to progress at their desired pace. Additional educator(s) and or support staff will also be hired to provide additional support to students during the school day as needed to provide support to students unable to take advantage of after school programs.

Description During SY 2022-2023:

Continue implementation of research-based after school programming 3 days a week, staffed by certified educators and paraprofessionals where students can access staff and resources to earn promotions, complete required work, receive extra academic support, and close gaps in their learning that occurred over an extended period of remote only instruction. Learners will also have access to organizational support, executive functioning skills support, and associated coaching to progress at their desired pace. Additional educator(s) and or support staff will also be hired to provide additional support to students during the school day as needed to provide support to students unable to take advantage of after school programs.

Description During SY 2023-2024:

Continue implementation of research-based after school programming 3 days a week, staffed by certified educators and paraprofessionals where students can access staff and resources to earn promotions, complete required work, receive extra academic support, and close gaps in their learning that occurred over an extended period of remote only instruction. Learners will also have access to organizational support, executive functioning skills support, and associated coaching to progress at their desired pace. Additional educator(s) and or support staff will also be hired to provide additional support to students during the school day as needed to provide support to students unable to take advantage of after school programs.

- 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):

- Please Select -

Description:

Hiring additional certified teachers and paraeducators to support students during the school day.

- 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:

Support educators and paraeducators in gaining certification or advanced degrees in their field of study, or additional field(s) of study, to meet the needs of learners and fill gaps in the LEA's ability to offer instruction and or services it is currently unable to provide.

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

Description:

Evidence of increased proficiency in life skills and Habits
Evidence of consistent goal setting and timely attainment of goals as evidenced in daily writing reflections, competency completion and Habits ratings

Improved overall attendance as evidenced in attendance reporting to the State of NH Timely or Increased promotion from one grade to the next as evidenced by student progress reports

Increased competency attainment as evidenced by student progress reports

Increased assessment score in all subject areas as evidenced by biannual NWEA MAP testing scores, School Day SAT scores and NH State Assessment System scores.

Above average scores on HiSET assessments for students choosing to complete high school requirements through successful completion of the HiSET assessment

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

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

Description During SY 2021-2022:

Improving enrollment/ recovery from enrollment decline due to COVID to maintain operation of services and continue to employ existing staff; Improvements to facility (increase open spaces/upgrade air handling/HVAC equipment) to support student and staff health needs; rebuilding internship program and expand vocational/technical classroom to support extended day, after school and extended school year programming; designing outdoor/wilderness program; training and professional development for teaching/leading outdoor wilderness program; contract with local mental health agencies to provide mental health services and supports to students and staff; hire IT professional to provide technical support and training for staff to develop online/hybrid instruction and improve the technology infrastructure (onsite and online) required for all new instructional programming; provide training and consultation to staff to ensure compliance with IDEA in the development of all new educational programming; continue with weekly professional cleaning and monthly deep-cleaning; provide online professional development for staff and students on cleaning, sanitation and minimizing the spread of infectious disease; increase Family Liaison to full time;

Description During SY 2022-2023:

Continue building internship program and expanding vocational/technical classroom to support extended day, after school and extended school year programming. Hire and train lead educator for voc/tech classroom; Hire and train lead educator for outdoor/wilderness program; continue training and professional development for teaching/leading outdoor wilderness program. Purchase vehicle(s) for outdoor/wilderness program; Hire additional special education support staff to ensure full inclusion of students with disabilities in all new programs. Continue providing established mental health services and supports to students and staff.; IT professional will continue to provide technical support and training for staff to develop online/hybrid instruction and improve the technology infrastructure (onsite and online) required for all new instructional programming, ensuring new curriculum and programming includes a hybrid component to allow for continuity of learning remotely; continue with weekly professional cleaning and monthly deep-cleaning; continue funding Family Liaison position full-time.

Description During SY 2023-2024:

Regular continuous outdoor/wilderness learning opportunities for all students; expanded vocational/technical learning opportunities, classes and workshops offered after school, during school breaks and through the summer; continue providing mental health services and supports to students and staff; continued IT support for onsite and online educational programming - upgrade devices for students and staff as needed; continue with weekly professional cleaning and monthly deep-cleaning; continue funding Family Liaison position full-time

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

- a. 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:

Our educational model is student-centered and requires all students to have an individualized Learning Plan. Additional teaching and support staff will be hired to increase the staff to student ratio to provide more individualized instruction.

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

During SY 2021-2022 (select one): **- Please Select -**

During SY 2022-2023 (select one): **- Please Select -**

During SY 2023-2024 (select one): **- Please Select -**

Description of all SYs - 2021 to 2024:

Hiring additional staff will help to reduce educator fatigue. In addition, bonuses and or additional paid time off may be offered to staff for accepting additional responsibilities that lead to increased students success as evidenced by timely competency completion, credit recovery, and phase(grade) promotion.

- 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:

Funding of a Family Liaison will continue over the next three school years. Newly developed and expanded educational programs (outdoor/wilderness, vocational-technical) will include structures for increased family engagement during after school, extended day and extended year offerings.

- 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:

All funds allocated as described in this document take into consideration, and are designed to meet, the needs of traditionally underserved populations, including those receiving special education services, are eligible for free or reduced lunch, and are English Language Learners. We also serve other high needs students who are homeless, are in foster care or have been incarcerated.

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

Amount:

Percentage:

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

In development (expanding vocational technical classroom)

- 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):

Description of all SYs - 2021 to 2024:

Funds will be allocated to assist learners with paying for tuition to take college courses while enrolled at our school

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:

Centralized data collection and response through the Family Liaison, coordinating with Learning Teams (student, families, and advisor/teachers) to access resources. Data collection will also occur each trimester using surveys sent to families and students to assess overall social, emotional, and mental health well-being. Student progress in competency attainment and the acquisition of skills (Habits) at the level of proficient or better will be tracked and analyzed each trimester using our course management system.

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:

N/A

Specific Use Category

General Use Category

**May Select Same General Use Category in Multiple Rows
Depending upon Specific Uses*

- Please Select From One of the Following -

Extended Instruction Time (School Day, Week and/or Year)

- Please Select From One of the Following -

- Please Select From One of the Following -

Meeting Students' Academic Needs

- Please Select From One of the Following -

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			
			SY 2020-2021	SY 2021-2022	SY 2022-2023	SY 2023-2024

- Please Select From the Following: May Select Multiple Categories -

- Please Select -

- Please Select - - Please Select - - Please Select - - Please Select -

4-Year Adjusted Cohort Graduation Rate

Yes - Description Required

MC2 will offer an after school learni

No

Yes

Yes

Yes

- Please Select From the Following: May Select Multiple Categories -

- Please Select -

- Please Select - - Please Select - - Please Select - - Please Select -

Budgeted To Date Per Use	Spent Through 12/31/21 Per Use	Total ARP ESSER Allocation (as of 01/26/2022)	Total ARP ESSER Allocation Unbudgeted To Date (as of 01/26/2022)
\$	-	\$ 36,194.40	\$ 9,406.24
\$ 41,240.67	\$ -		

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	45	53	45	57%	0%	0	0	1

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

Christopher O'Reilly

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.*